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ABSTRACT

This manual outlines the instructional objectives for the children's television program "Sesame Street." The first section focuses on the child and his world with objectives related to: body part recognition; the child and his powers; reasoning and problem solving; emotions; career awareness; social groups and institutions; social interactions; and the environment. The second section deals with symbolic representation, including: letters recognition, letter sounds, rhyming, verbal blending, word recognition, numbers recognition, numeric operations, and geometric forms. Later sections state objectives in perceptual discrimination, relational concepts, classification skills, and bilingual bicultural awareness. In each area, concepts are defined, and suggestions are made for program content and format to communicate the concept. (EMH)

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THE SESAME STREET WRITERS' NOTEBOOK

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Children's Television Workshop
New York, New York
1974

Introduction

The following is a revision of the Sesame Street Writers' Notebook. Hopefully the new edition will improve the usefulness of the manual as a comprehensive guide for implementing the instructional goals of the show.

The format has been altered to maximize the notebook's efficiency as a reference manual. Please note the following modifications:

(1) Guidelines are organized according to the Statement of Instructional Goals 1974-75, which therefore functions as the index of the manual.

(2) The four major goal areas are color-coded to facilitate their identification.

(3) Sub-headings appear in the upper right corner.

(4) Background information for the new goal areas - career awareness, entering a social group, and coping with failure - appears at the end of the corresponding sub-sections.

Two additional points should be stressed. Bilingual/Bicultural guidelines appear as a separate unit for purely logistical reasons. However, English and Spanish guidelines are not necessarily mutually exclusive. Several guidelines subsumed under Bilingual/Bicultural material are equally appropriate for English segments, and vice versa. Please also pay special attention to two memos which appear under General Guidelines:

What's the Goal?

Nutrition on Sesame Street

Questions concerning the content of the manual should be directed to members of the research staff.

I. The Child and His World

A. Self

1. Body Parts and Functions - The child can identify, label and state or recognize the function of such body parts as the:

a. head	g. elbow
b. nose	h. hand
c. ear	i. finger
d. eye	j. leg
e. tongue	k. knee
f. arm	l. foot

2. The Child and His Powers - The child recognizes that he can act effectively on his own behalf:

   a. By acquisition of skills and knowledge through:

      1. experimentation
      2. asking questions
      3. practice

   b. By making use of previously acquired information (remembering).

   c. By anticipating future needs (planning).

   d. By manipulating the environment within his mind (imagining).

   e. By utilizing divergent and convergent thinking to explore alternate ways of interacting with the environment (creativity), e.g., by identifying and generating:

      1. Divergent uses for an object
      2. Divergent causes and effects of an event
      3. Analogies (or convergent uses) among different objects and events

   (See also Reasoning & Problem Solving)

3. Reasoning and Problem Solving

   a. Generating and Evaluating Explanations and Solutions

      1. Presented with a situation:

         a. The child can suggest several possible antecedent and/or consequent events surrounding that situation.

         b. The child can select the most likely explanation when given a limited choice of explanations.

2. Presented with a problem:

   a. The child can suggest several divergent solutions.

   b. The child can select the most likely solution when given a limited choice of possible solutions. (Making use of trial and error strategies or pretesting solutions).

3. Given a set of progressively revealed clues the child can use those clues to arrive at the correct answer.

4. Emotions

   a. The child can recognize, identify, label and discuss his emotions, including:

      love anger fear
      surprise happiness pride
      sadness

   b. The child can demonstrate awareness of and consideration for these emotions in others (see Social Interaction, Cooperation).

   c. The child can appropriately express his feelings, verbally and behaviorally.

   d. The child demonstrates (1) feelings of pride and self-worth and (2) an accurate estimation of his own abilities, resources and competences. The following two skills are spotlighted as being representative and important in this goal area:

      1. Coping with failure: The child develops discrimination in deciding when to persist with a particular approach to a problem; he refines his ability to discern his progress toward a goal; he becomes progressively more capable of defining his own standards of success.

      2. Entering social groups: The child builds and expands his repertoire of ways for initiating interaction with other children and groups of children; he becomes more confident in his social competence.

B. Social Units

1. Career Awareness

a. The child will be able to identify, label or state the names of several (three or more) career occupations, and will be able to describe one (or more principle function of each.

b. The child can recognize that through his own actions (e.g., practice, or planning, etc.) he/she can begin to acquire some of the skills necessary for different careers (see The Child and his Powers.).

c. The child can aspire to different career roles and recognizes that their attainment is a result of different skills, interests and preparation, and not contingent upon sex or race.

2. Social Groups and Institutions

a. The Family and the Home

1. The child recognizes that various types of structures serve as homes.

2. The child recognizes what a family is and can describe several types of activities characteristically performed by families.

b. The Neighborhood - The child is familiar with the social and physical boundaries of his own neighborhood.

c. The City or Town - The child recognizes various structures, spaces, and points of interest which make up the city or town.

Ex. 1 The child knows that there are zoos, parks, playgrounds, airports, etc., and stores where various types of common items may be purchased.

Ex. 2 The child understands that there are many different cities; that various goods or products must be transported in and out; and that various modes of transportation are employed.

Ex. 3 The child identifies the respective functions of such institutions as the school, post office, hospital, bank and phone company.

C. Social Interactions

1. Social Attitudes - The child is encouraged to develop positive social attitudes such as kindness, generosity and helpfulness and to exhibit these attitudes in his behavior.

2. Differing Perspectives

   a. The child realizes that different individuals or groups may have different reactions in similar situations.

   b. The child demonstrates that he is aware of and values the feelings, preferences and modes of behavior of other individuals and groups.

3. Cooperation - The child recognizes that in certain situations it is beneficial for two or more individuals to work together toward a common goal.

   a. Division of Labor - When a child is a member of a group that has a common goal, he realizes that sometimes the goal will be more easily achieved if each member of the group shares in the work or planning.

   b. Combining of Skills - When a child is a member of a group that is working toward a common goal, he realizes that the g will be most easily accomplished if each member of the group contributes his own unique and special skill.

   c. Reciprocity - The child realizes that in certain situations, in order to accomplish his goal, he must request the assistance of others and must in turn assist them in accomplishing their goals.

4. Conflict Resolution - The child can provide adequate resolutions to conflict when he is presented with a familiar conflict situation.

D. The Man-Made Environment - The child is familiar with the general form and functions of:

   1. Machines and tools.

   2. Buildings and other structures.

E. The Natural Environment - The child has an awareness of the general characteristics of:

   1. Land, sky, and water.

   2. City and country.

   3. Plants and animals.

   4. Natural processes and cycles.

F. Quality of the Environment - The child sees himself as an important part of the environment and is aware of such concepts as:

1. Interrelatedness.
2. Irreversible change.
3. Limits of natural resources.
4. Importance of environmental planning.

II. Symbolic Representation

A. Pre-Reading Goals

The following is a list of reading principles that illustrate the relationship between the spoken and written language. Although these abstract principles will not be taught directly, each has guided the selection of one or more of the pre-reading skills that will be taught directly.

1. Words can be identified as distinct units in writing just as they can be identified as distinct units in speech (5a, 5b, 5c, 4a, 4b).
2. Written words are symbols for spoken words (5b, 5c).
3. Spoken words are made up of distinct speech sounds (4a, 4b, 3a, 3b, 2c).
4. Written words are made up of letters which are symbols for those speech sounds (5b, 5c).
5. Letters combine to make written words just as speech sounds combine to make spoken words (5b, 5c).
6. The order in which letters appear in a written word corresponds to the order in which sounds are produced in saying that word (5b, 5c, 2c).
7. Words and sentences are read from left to right (5b, 5c).

1. Letters

a. Matching - Given a printed letter (upper or lower case), the child can select the identical letter from a set of printed letters.

b. Recognition - Given the verbal label for a letter, the c can select the appropriate letter (upper or lower case) from a set of printed letters.

c. Labelling - Given a printed letter (upper or lower case) the child can provide the verbal label.

2. Letter Sounds

a. Given a set of words presented orally all beginning with the same letter sound (not necessarily a sustaining consonant), the child can select a picture of an object that begins with the same letter sound from a set of pictures.

b. Given a sustaining consonant sound, the child can select the corresponding printed letter from a set of printed letters.

c. For a sustaining consonants (f-l-m-n-r-s-v-z), given the printed letter, the child can produce that letter's corresponding sound.

3. Rhyming

a. Given a set of rhyming words presented orally and the initial (sustaining) consonant sound of a new word, the child can produce a rhyming word beginning with that sound.

b. Given a set of rhyming words presented orally, the child can select a rhyming word from a set of pictures.

c. Given two or more words that rhyme, the child can select or supply a third rhyming word.

d. Given a set of words, the child is able to label the set as a rhyme.

4. Verbal Blending

a. Given a two-syllable word presented orally with a separation between the two syllables, the child can blend the two syllables and repeat the word without the separation. Ex: say "ta-ble" to child and ask, "What word did I say?" or, "Say it fast."

b. Given a three or four letter word presented orally with a separation between the initial consonant sound and the rest of the word, the child can blend the word parts together and repeat the word without the separation. Ex. say "c-at" to child and ask, "What word did I say?" or, "Say it fast."

5. Words

a. Matching - Given a printed word, the child can select the identical word from a set of printed words.

b. Recognition - Given a verbal label for any of the words appearing in the Sesame Street III word list (in English and Spanish), the child can select the appropriate word from a set of printed words presented in a variety of context.

Sesame Street Word List

1. bus
2. danger
3. exit
4. help
5. love
6. me
7. no
8. open
9. school
10. stop
11. street
12. telephone
13. walk
14. yes

Spanish Sight Words

1. cerrado - closed
2. abierto - open
3. salida - exit
4. entrada - entrance
5. yo - I
6. peligro - danger
7. casa - house
8. beso - kiss
9. agua - water
10. amor - love

6. Recitation of the Alphabet - The child can recite the alphabet.

B. Numbers Goals

1. Numbers

a. Matching - Given a printed numeral, the child can select the identical numeral from a set of printed numerals (no. 1 - 12).

b. Recognition - Given the verbal label for a numeral, the child can select the appropriate numeral from a set of printed numerals (no. 1 - 12).

c. Labeling - Given a printed numeral, the child can provide the verbal label (no. 1 - 12).

d. Recitation

1. The child can recite the numbers from 1 to 20.

2. Given a starting point under ten, the child can count from that number to any given higher number to ten.

3. The child can count backwards from ten.

2. Numerical Operations

a. Enumeration - The child can define a set or subset of up to ten objects from a larger set.

Ex. 1 "Here are some pennies. How many are there?"

Ex. 2 "Here are some pennies. Take two."

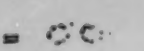
1. The child can recognize that the last number reached in counting is the total number in the set. Ex: "Count the pennies. How many are there?"

2. The child can make use of counting strategies. Ex: When counting objects arranged in a circle, the child will identify the first object counted by marking it, moving it, or noting a distinguishing characteristic of that object.

3. The child can count events in time. Ex: "How many times did I clap my hand?"

b. Number/Numeral Correspondence - The child can assign the correct numeral to sets of different numbers. Ex: '[illegible]' goes with the numeral '3'.

c. Number Configurations - The child can recognize familiar configurations of up to five objects. Ex.:

2 = 4 =  , ...

3 = , 5 =

d. Measurement - The child can identify various measuring instruments such as scales, rulers, etc. and understands their function

e. Addition and Subtraction - The child can add one object to any group of up to five objects or subtract one object from any group of no more than five objects.

C. Geometric Forms (circle-circulo, triangle-triangulo, square-cuadrado rectangle-rectangulo, pentagon, hexagon, octagon, trapezoid.)

1. Labelling - Given a drawing, cut-out, or object in the shape of a circle, square, triangle, rectangle, pentagon, hexagon, octago or trapezoid, the child can provide a verbal label for that sha

2. Recognition - Given the verbal label "circle," "square," "trian "rectangle," "pentagon," "hexagon," "octagon," or "trapezoid," the child can select the appropriate drawing, cut-out, or object from a set.

III. Cognitive Organization

A. Perceptual Discrimination and Orientation

1. Visual Discrimination

a. Matching - The child can match a given object or picture to one of a varied set of objects or pictures which is similar in form, size, or position.

b. Recognition of Embedded Figures - Given a form, the child can find its counterpart embedded in a picture or drawing

c. Part/Whole Relationships - The child can structure parts into a meaningful whole:

1. Given a model and an assortment of its parts, the child can arrange these parts to match the model.

2. Given a model and selection of parts, the child can select those parts which are essential to the construction of the model, discarding those parts which do not belong.

3. Given a model and an assortment of its parts, the child can determine which parts are missing.

2. Auditory Discrimination

a. Sound Identification - The child can associate given sounds with familiar objects or animals.

b. Rhyming Words - See #II, Pre-Reading Goals, 3c under Rhyming.

B. Relational Concepts - The child can demonstrate his understanding of various relational concepts.

1. Same/Different - This concept underlies all of the following relational concept categories.

2. Size Relationships - Big/Bigger/Biggest; Small/Smaller/Smallest; Short/Tall.

3. Quantitative Relationships - None, Some, More, Most, All, Less.

4. Positional Relationships - Under, Over, On, Through, Around, Next To, First, Last, Up, Down, Beginning, End.

5. Distance Relationships - Near, Far, Close to, Away from.

6. Temporal Relationships - First, Last, Before, After, Next, Beginning, End.

C. Classification

1. Sorting - (Which of these things is not like the others?)

Given a group of objects, several of which have an attribute in common, the child can sort out the inappropriate object on the basis of:

a. size
b. form
c. function
d. class
d. quantity

2. Classifying - (Which of these things belongs with these?)

Given at least two objects that define the basis of grouping, the child can select an additional object or objects that belong in the same group on the basis of:

a. size
b. form
c. function
d. class
e. quantity

3. Multiple Classification

a. Property Identification - Given any object, the child can name at least two properties of that object.: Ex. "The ball is round and red."

b. Multiple Class Inclusion and Differentiation - Given any two objects, the child can recognize that they are alike on one dimension and different on another. Ex.: "Both of these things are round but one is red and one is blue."

c. Regrouping - Given any group of objects, the child can classify them on the basis of one characteristic (Ex.: shape) and then reclassify the same objects on the basis of another characteristic (Ex.: size). (The point will be made that there is often no single right answer.)

IV. Bilingual/Bicultural Objectives

1. These program elements are to reinforce cultural identity and self-pride in viewers from Spanish-speaking backgrounds. Strategies include presenting the following as an integral part of the program:

a. the Spanish language

b. Spanish customs

c. Spanish art forms: songs, music, theatre and dance

d. Spanish-speaking performers: live-action, animated, muppet

2. To find ways of making the curriculum goals of Sesame Street more comprehensible and thus more accessible to the Spanish-speaking child, so as to provide the same learning advantages the program brings to its English-speaking audience. Strategies include:

a. Presenting educational material in Spanish so that the child will learn the concept first and later be able to transfer t learning to other languages (English), while retaining the Spanish language.

b. Teaching as "sight words" certain Spanish words which are encountered often in the Spanish-speaking child's environme

3. To familiarize the non-Spanish-speaking child with another set o language and customs.

What's the Goal?

Sesame Street research sometimes has a very difficult time deciding what instructional goal a specific bit is teaching. It would be most helpful to us if you could indicate what you think the primary goal is within each bit that you write. It would also be most instructive to us and to yourselves to indicate (e.g., by underlining, placing an arrow in the margins, italics, or whatever) where you hit the goal in the script.

We are fully aware that some bits have more than one goal. If you have designed a bit to include additional goal areas, please indicate in the script what it is and where specifically you present it.

Finally, some bits may have no specific instructional goal that is to be found in Sesame Street's present curriculum. Nonetheless, you may feel that the bit presents a sufficiently important instructional statement to be included in a specific show or in the season's list of curriculum objectives in general. If you therefore think that a bit has some relevant goal, please indicate that in the script too.

Research Memo - 2/19/74

Nutrition on Sesame Street

Although health and nutrition are not explicitly included in the "Sesame Street" curriculum goals (although they are in Plaza Sesamo and Villa Sesamo), we do make an effort to avoid setting up negative behavior patterns for children to model.

As a consequence of this policy and of the continuing concern of parents and other adults, perhaps it would be good to try not to model bad eating habits when they are not implicit in a character's personality, as for Cookie Monster. For example, in Show 738 Maria could order raisins and juice to go with her sandwich instead of a package of donuts, potato salad, and orange soda. Our shows contain many instances of preoccupation with cookies, cakes, candy, etc., to the exclusion of better foods.

Although this may seem like nit-picking, this type of awareness would require minimal effort on our part and would be worthwhile in forestalling parental concern (expressed increasingly in letters and comments), as well as in helping to cut down on the television medium's endless barrage of anti-nutritional messages to youngsters.

Format Suggestion #1

It would be advantageous to both production and research to prepare a series of experimental segments which present the same (or similar) affective content via different production formats and techniques.

Maintaining similar content while varying formats and techniques will permit research to compare the effectiveness of format upon the target child's attention and comprehension.

This, in turn could thus enable research to provide some practical guidelines for the future production of affect segments.

Below we have outlined a format suggestion which could be used to incorporate such experimental segments within the context of regular programming if desired.

1. Sesame Street Repertory Theatre Tryouts:

   A live street scene can be used to establish a special setting; e.g., the presentation of a play that Maria has written - cast, muppets, AMs, et al. all desire to participate and tryouts are held. Giving them the briefest of explanations of the (affect) situation, Maria first directs the live action characters to run through it.

   Following this, a group of known muppets run through the same sequence (with or without variation). Then, either live kids and/or abstract symbols try out repeating the same or similar sequence. Competition amongst cast members, AMs, et al. can also be used to reinforce the specific affect goal presented. Using this type of format in the experimental presentation of affect segments which repeat the same goal, while varying the format attributes -or production elements - may serve to both elicit high attention (due to the competition, familiarity of content, and expectation for the novel to occur), as well as to make salient the particular affect goal presented.

2. Below is another illustration of the same concept - i.e., the presentation of similar affect content via different formats.

   Goal: Cooperation

   Vary the format on a dimension of abstraction to concreteness:

   a. Present an abstract animation segment: line cooperation

   b. Present a filmic presentation of this same goal in a less abstract format: film of cars crashing; audio: "Why don't we cooperate?" Visual: traffic light - STOP GO

c. Present a line action segment in a most concrete format: David & Bob carrying packages, do not see eachother and collide continuously until they cooperate ("after you...").

Format Suggestion #2:

Stop action; voice-over, narrator question.

As suggested in an earlier memo (see Writer's Notebook Ideas: Affect (Pride) page 5) we might explore stopping the action at a pre-determined point in a segment. Using a blank visual screen, we can have a child narrator interject: "How do you think Bert feels?" - This following the set-up of a bit. Or "What do you think Bert will do?" - this following the identification (or labeling) of the affect situation. Following the stop action question, a pregnant pause can be provided for the child to briefly reflect upon the label, or upon the resolution of the bit. The conclusion of the bit could either be a quick cut back to the normal action of the bit, or split-screen presentation for the child to choose from.

Format Reminder:

Silence as a technique:

1. Sudden silence heightens attention.

2. Depending upon the length of the silence, the child's involvement in the bit is heightened, as are his attempts to guess the reasons for the silence, or solutions to the problem posed prior to the silence.

3. When?

   a. after noise or quick action

   b. in a problem-solving situation

4. How long?

   a. can be brief - even very brief

   b. can be intermittently combined with voice-over narrator questions.

Special Format Suggestion:

Have we ever considered having a parent's day on Sesame Street? This might be an exceptionally good format for the goals of: social interaction, roles, different perspectives and, of course, affect.

Research Memo - 2/27/74 from Lewis Bernstein

Body Parts and Functions

Since the majority of the target audience can recognize and label most of the body parts listed in the Sesame Street Goals Statement, the major emphasis should be placed on teaching the functions of these body parts.

This can be done in a variety of ways.

1. Songs that mention the names and functions of various body parts.

2. Games in which the function of a body part is described and the child is required to guess the body part.

3. Comparisons between human body parts and functions and:

   a. animal body parts and functions

   b. machine parts and functions

4. Games requiring children to use one of their senses (touch, smell, hearing, etc.)

5. Comparison between parts of body that have similar functions, shape or number:

   fingers - toes
   feet - hands
   elbows - knees
   arms - legs
   two eyes - ears - lips - feet, etc.

Body Parts & Functions -

The following suggestions provide additional ways of presenting this goal area.

1. Show some less common body parts: ankle, teeth, forehead, chin, cheek, earlobe, belly button, eye lashes, brows, calf, leg (many kids don't know exactly what a leg is, they say foot for the entire area.)

2. Do films or quick cuts showing many different kinds of noses, ears, feet, hair, etc.

3. Showing different body adornments can help teach body parts, i.e., nail polish, rings, head bands, necklaces, etc. Could also show body adornments of different cultures.

4. Show children having their hair cut - many children don't know that cutting hair and nails doesn't hurt.

5. At this age children may begin to lose baby teeth. This could be frightening if the child doesn't understand the natural process. A short segment could make the point that it is a sign of growing up, and it happens to everyone.

6. Could show the backs of different body parts and/or profiles - both sides of the hand, foot.

7. Could show functions of certain parts - thumb has specific functions (this has been done using the cooperation theme.)

8. We could also focus upon the fact that not only do people have different kinds of skin, but that human skin differs from that of animals (i.e. shells, snakes, etc.) Skin peeling is another natural process which preschoolers might not understand. A segment could be developed which shows that it does not hurt.

9. We could show the skeleton - the objective being that there are bones inside everyone.

10. Show automatic body functions.

    Sneezing
    Hiccups
    Stomach growling
    Heart beat
    Eyes blinking
    Sweating (children are not usually very aware of sweating)
    Breathing - could note the fact that you breathe faster after you have run. Could also listen to each other's heart beats - when sitting, after running, etc. This might be a useful opportunity to show the interrelation of body functions - i.e. breathing and heart beat.

11. Show how people can communicate with their body - talking with your hands (hold up your hand for STOP, waving to say COME HERE, finger sign for OK, etc.) Could use hula dancer or deaf person signing.

12. Could use body parts to teach initial letter sounds - M - MOUTH or M - MUSCLE.

13. Extension of body parts - sit on newspapers so that they don't blow away, using your foot to stop a ball rolling, use your hand to shake up a bottle, cup your hands to drink, to call, to hear, to whistle.

14. Rhyming body parts - riddles, limericks with body parts and functions.

15. Could count body parts. However, you should carefully define the subset to the counted (e.g. visible body parts), since it would be implausible to count bones and internal organs.

16. Show that the number of body parts varies among animals. For instance, animals have different numbers of legs, e.g. a particular type of spider has five legs. It is apparently the only known animal with an odd number of legs (There is no known animal with three legs except amputee dogs.)

17. Property identification - how to describe a person. The objective is to teach the child to focus upon specific characteristics. One possibility is to flash a picture of somebody and then ask one of several questions: did that person have long hair or short hair? Did they have a bow in their hair or not? Was the person fat or thin? You could then reflash the picture to answer that question and then ask another one.

    Since preschoolers' vocabularies are rather limited, an alternative would be to use flash cards in presenting possible answers and have the child select the correct picture.

    Example: Was she wearing this kind of hat (flash hat) or this kind of hat (flash second choice)?

    Property identification is a good way of teaching the children to be attentive to objects as well as to people. It also reinforces the concept of differing perspectives, since the children will attend to different characteristics.

18. Show the ways in which people from different cultures comb their hair.

19. Sometimes two children have the same name. You could make a further distinction - blonde hair, black hair. You could also have a situation where someone calls a name in a crowd and everybody turns around - problem of how to distinguish.

Inferring Consequent Events

Examples: Anticipating consequences

1. Roller skate on stairs with a person poised, ready to step on it. Pause for child to figure out consequences. Have multiple endings:

   a. person puts skate on
   b. person trips on skate
   c. person misses skate

2. What would happen if everybody did something? Ludicrous generalizations can be used to make the point: If everyone looked alike...if everyone wanted to be a fireman... if everyone wanted to live in the same town.

3. Outcomes that happen don't always match the expected outcomes:

   a. see if extrapolation is wrong
   b. see if event went wrong

   Example: Drop two balls and expect to hear both of them hit the ground - hear only one hit - explore - discover that someone caught the other ball.

4. Stop motion technique, give the child a chance to think and respond. "What will the scene lead up to?" Show alternative possibilities (both plausible and absurd).

5. Child should be able to anticipate a transformation and be able to anticipate a problem because of a transformation.

   Example 1: Buying a large carrying case for a small kitten so that when the kitten becomes a cat he will still fit into the case.

   Example 2: Don't plant a small sapling in front of a window because when it grows up it will block the view.

Inferring Consequent Events

("What will happen next?")

The assumption underlying the selection of the immediately following examples is that the more dramatic the consequences of an imminent event, the more the child will be motivated to anticipate those consequences in his own imagination.

- A woman sitting in a tree, sawing off the limb on which she sits.
- A hat is hung from a moving clock hand.
- A bucket of water propped precariously above a door, set to fall when the door opens.
- A man in a sleeping bag near a cliff, rolling over in his sleep.
- A woman painting herself into a corner.
- A child walking backward down the street toward someone whose view is blocked by an enormous load.
- A cat steals a ball of yarn which is attached to a partially knitted sweater.

Inferring Consequent Events

Some solutions to prob'ems lead to other problems that must be solved:

Example 1: Something spills and a piece of clothing is used to wipe up the spill - now the clothes must be cleaned. The new problem could be more difficult to solve than the original problem. If you work through the problem in your mind before you begin the solution, you could avoid situations like these.

Example 2: There are three ways to get peanut butter off the roof of your mouth. The first way is to blow, but that doesn't work. The second way is to shake your head, but that doesn't work. The third way is...(Scrape peanut butter off with your finger.)

There are three ways to get peanut butter off your finger. The first is to blow, but that doesn't work. The second way is to shake your finger, but that doesn't work. The third way is...

a. put finger in mouth which would create a circular problem (i.e., how to get peanut butter off the roof of your mouth).

b. opt for a more permanent solution by wiping hand on towel or washing hands.

In some cases a child will not be able to infer consequent events until he gains an understanding of some common processes. As the child becomes familiar with these processes, he should be able to infer both antecedent and consequent events when he is presented with any segment of a particular process. Example: If the child sees his mother holding a bowl of sliced potatoes and a frying pan, he can infer that she is going to make fried potatoes. He can also infer that the slices came from a whole potato, which was grown on a farm. The child could not make these inferences unless he knew that most potatoes were grown on farms and that potatoes were sometimes peeled and sliced and fried.

Other examples of processes with the child should be made familiar:

1. How food gets to the store (follow different foods back to farm).

2. How pattern pieces are cut from material and made into dress or suit.

3. How ball of wool and knitting needles are used to make sweaters.

4. How flowers grow from seeds.

5. How chickens hatch from eggs.

Sometimes inferences become more limited as later stages of a process are reached:

Example: If you see someone knitting, you could infer that he is making almost anything (socks, hat, gloves, sweater, etc.). If you continue to watch and notice that he has knit a sleeve, you must limit your inferences to only those articles of clothing which have sleeves (coat, dress, sweater, jacket, etc.).

Problem Solving

Creativity

Working definition: This concept is related to the current Sesame Street instructional goal of reasoning and problem-solving. It is defined by most psychologists as a process skill in generating possible solutions: that is, the production of alternative ideas to solve a problem. The child who uses the knowledge he has learned and applies it in a unique and instructive way is called creative (what is meant by "unique" or "constructive" remains undefined by most theoreticians). Most tests for creativity require the child to generate many and unusual hypotheses. Below are three examples of standard items from these tests, and some production ideas for each.

Test Items:

1. The child is told a concept (e.g., short, big, round) and is asked to name as many objects as he can that display that characteristic.

2. The child is asked to think up various and novel uses of one given object (e.g., use a piece of paper, to write on, to make a paper glider, to use as a basketball, to clean up.)

3. The child is shown an ambiguous line drawing and is asked to name all the objects that the design makes him think of.

In general, those children who are considered creative (defined by their score on these tests) displayed the following characteristics:

a. They were willing to take a chance, to risk a crazy idea.

b. They were less worried about making an error.

It would therefore follow that in some of the creativity segments that we do produce, the characters who react to a creative idea should be reinforcing and supportive. Furthermore, others who are worried about the possibility of making a mistake (e.g., Big Bird or Grover) should be encouraged to risk making an error and then be reinforced for their creative idea (if it is good...).

Some Suggestions:

What should be the content of these creativity segments?

At this stage of the season and without a firm commitment from our funders, we should relate this potential curriculum area to current curriculum areas, if we decide to deal with it at all.

Problem Solving

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Problem Solving Creativity (cont.)

For Example:

1. Given a relational concept, the child (or muppet, or street character) demonstrates (or narrates) for the home viewer those different objects that display the characteristics of the concept. Example of a bit:

   Concept: ROUND

   a. round white circle; cut

   b. round white wheel; cut

   c. round white balloon; cut

   d. round white basketball; cut

   e. round white donut; cut

Blank. Audio: Adult narrator: "OK, how were they all alike?"

Show all of the objects - children's voices: "ROUND"
Narrator: "Right"
One child's voice: "They were all white"
Everyone (kids) giggle
Narrator: (begrudgingly): "You're right, too"
One child's voice: giggle

2. Given an object, (e.g., a tool, or machine, a body part, a plant, an animal, a letter, a number, a sight card, a geometric form, etc.) demonstrate; visualize, and elicit the child at home to think up varied uses of that object.

Example of a bit:

Object: HAMMER

Narrator: "What can you do with this?"
Visual: Hammer
Silence
Audio: Kids' voices - "Hammer a nail"
Visual: Show the action while in audio - we hear polite whispers of respect (buzzing)
Narrator: "Very good; what else"
Blank screen
One kid's voice - "Knock something with the hammer into something else and make a statue..."
Visual: Show sculptor's hand with a chisel
Audio: More buzzing and a little applause
Narrator: "Excellent"
Kid's voice: "Ahem.."
Narrator: "Yes..."
Kid: "I know something else that you can do with a hammer."

Narrator: "oh?"
Kid: "Yeah, hold papers down with it when it's windy."
Visual: Show action
Audio: Silence and then applause...

3. Given an ambiguous figure or object. The program segment will attempt to elicit the child's novel and varied interpretations of the presented object. These interpretations should be reinforced.

Examples of some bits used in the past are:

Drawing Camel
Girl with a Guitar
Chicken drawing

Another way to present this sub-goal on the street could be:

Door to Door AM Salesman
Knocks on Ernie's door.
AM Salesman: " Hi, there. I've got something to show you..
(shows it)
Ernie: "What is it?"
AM Salesman: "Figure it out." describes features and names the price.
Ernie: "I know what it is...don't tell me..."
Potato peeler
Use it to sharpen carrots
Use it to sharpen pencils
To file down the count's teeth
To take paint off old cans."
AM Salesman: "No, uh."
Ernie continues recitation ...
AM Salesman walks away, muttering, "Gee, I almost sold this here potato peeler, I never knew how valuable it was.
Ernie: laughs

Creativity

The following guidelines are based upon the assumption that creativity cannot be taught didactically. Creativity, a cognitive process which stresses the range and flexibility of thought and action available to an individual, can at best only be stimulated via the television medium by presenting alternate ways of viewing objects, situations and solutions. We have therefore outlined a few approaches which might stimulate the child's natural curiosity by modeling a divergent range of styles of looking, thinking and acting. The objective of the examples below is to illustrate a subset of these styles which may stimulate the viewers to think creatively.

Suggested Approaches:

A. Spur the child's imagination by showing creative people doing creative things.

Guests need not be celebrities, but can be drawn from the community at large. There are several areas which would lend themselves to this type of treatment:

1. Science - Show how basic elements can be combined to create new things, e.g., sodium & cloride = salt.

2. Art - Show a sculptor creating recognizable objects,-e.g., a duck, a baseball bat, a bust of Big Bird - from a ball of clay.

3. Crafts - Show someone using a potter's wheel to make a bowl or other ceramic items. Might also show how popcicle sticks can be glued together to be baskets, jewelry boxes, etc.

B. Show the child that there are infinite possibilities opened to him or her by:

1. Focusing upon the practices and customs of other cultures (see Differing Perspectives).

2. Showing multiple solutions to a given problem (see Reasoning and Problem Solving - inferring consequent events.)

3. Showing that a given event may have been created by multiple causes (see Reasoning and Problem Solving- inferring antecedent events.)

4. Showing multiple uses of a given object.

Example: A stick can be used as:

a. a baseball bat
b. an imaginary rifle
c. a magic wand
d. a pry bar
e. the handle of a broom

The underlying objective of each illustration is to show children that they need not be constrained by established conventions.

C. Create segments which stress novel solutions.

We recognize that this is already done to some extent on the show. However, hopefully we can begin a more conscious attempt to encourage children to explore new and different ways of interacting with their environment.

Example: An older child is home alone with a younger sibling who is crying because a gnat has flown up his or her nose. The older child solves this problem by holding a box of pepper under the younger sibling's nose which causes him/her to sneeze the gnat out.

In developing segments designed to stimulate creativity, it is essential that we focus upon situations which are activity oriented and thereby have a high probability of capturing and sustaining preschoolers' attention. Although segments should generally be limited to 2-3 minute intervals, Gattegno (1969) reminds us that if children's interests are sufficiently aroused, "their span of attention is as long as needed to satisfy their interest."*

*Caleb Gattegno, Towards a Visual Culture. (New York, 1969), page 81.

Problem Solving

Problems are not solved instantaneously; let child attempt problem, get frustrated, go away, think about it, return to problem, consider another solution, get angry, give up, return again.

Build up frustration level.
Even after many fruitless attempts, there is still an answer: call an older brother or parent.

Serialize problems, returning at intervals:
Big Bird tries to open a package with his feet, by blowing on it, by dropping it, kicking it, etc.
(As in "Preparing dinner while Susan is out" - Show 6 - keep returning to problem, each segment ending in frustration, each new one beginning with hope: "I'll try again.")

Suggested Problems:

How to use the telephone (dialing operator)

How to sit a Teddy Bear upright in a chair for a tea party.
(Tie him down, push table and chair closer together, let him stand on chair, put heavy book in his lap.)

How to get wobbly leg of table to stop wobbling.
(Try putting telephone book on top of table over wobbling leg - which lifts up other legs: try putting box of cereal underneath bad leg - leg crushes box; try putting soap underneath leg - slips away; try putting leg into a cup; eventually use folded piece of paper or something else appropriate.

How to stop a noisy leaky sink.
(Put a banana up the faucet; put a pot under the dripping - intensifies sound: put a wash rag under dripping: put chewing gum up spout; turn up radio; leave room.)

How to get a ball under the bed when it's too far to reach, and the bed is too low to crawl under.
(Try reaching with a shoe; throwing a book at it; blowing it; rolling another ball at it; hopping on the bed; calling it; taping rulers together; getting a broom.
- Classic age intelligence test: creatively putting two sticks together to form longer stick.)

Problem Solving

In cartoon form (balloon over head) show picture of thoughts or attempts to solve problem which character then tries, rejects. Another balloon thought; he tries that one - conceptualization of solutions.

Be specific in identifying one particular problem and working at it.

Example:

Making a peanut butter and jelly sandwich: "What do you use to get out the peanut butter and jelly? A knife or a spoon to get it out and a fork to get it off the spoon.

Put the bread inside the peanut butter and jelly jars.

Take out some peanut butter and jelly and mix them together in a bowl.

Take a bite of bread, eat a spoonful of jelly, a spoonful of peanut butter.

Choose versatile problems with multiple solutions to encourage creativity - avoid right/wrong sets which inhibit further responses; allow Susan and Gordon to be "wrong" once in a while.

Problem Solving

To encourage curiosity and generate explanations and solutions, portray problems with unavoidable confrontation.

Milk dripping off table onto Mr. Hooper's leg - what causes it? There are a book, cookies, a box of sugar and a container of milk on the table. Check each item out, then follow the trail upward from Mr. Hooper's leg to the leaky container.

Water dripping on Ernie's head in his apartment - is there a cloud inside the room? Is his hair just wet? Is it rain? Is someone watering flowers? How to find out - follow it upstairs to Susan's apartment - Aha! The sink is overflowing.

Child in bed at night hears strange thump, thump - lies there being scared imagining monsters. How to find out? Wakes up brother, they investigate, discover unclosed door banging. Solution: close door.

TV doesn't work - yell at it, pat it nicely, check if it's plugged in, experiment with antenna and knobs.

When presented with certain types of problems a systematic method of reality testing is necessary to find the solution.

Ex. - When an electrical appliance does not work, first think of all the things that could be wrong (generating explanations) and then test each one systematically (evaluating explanations).

a. Is it plugged in?
b. Is it turned on?
c. Are other appliances working?
d. Did you blow a fuse?
e. Are your neighbors' appliances working?

Other similar types of problems include:

1. TV picture is out of focus.
2. Ice cream in freezer has melted.
3. No water coming out of tap.
4. Favorite dress is not in closet.

Problem Solving

Example:

Child goes shopping for his mother. Counter man puts smaller bags of items in one huge bag. Child tries to carry it, but it's too heavy, he can't.

Child A: What am I going to do? I can't carry it home.

Child B: Get a wagon

A I don't have a wagon

C Get your mother

A She's sick

B Let's all help carry it

(They struggle to carry large bag, but can't)

C I know. Let's take all the little bags out of the big bag and we can all carry some of the little bags.

(They accomplish task successfully)

Problem Solving

Additional examples of problems which require child to generate solutions:

1. A toy is broken - what can be done about it?
   a. fix it
   b. buy a new one
   c. find a new way to use the toy

2. Show multiple solutions to a problem - when all solutions are correct but one is best.

3. Avoid over-generalizations that might lead to ludicrous consequences.

4. Getting to a goal:

   a. figure out paths that will or won't get you to goal point

   b. evaluate advantages and disadvantages of each

Example: Which is the best way to get to a certain playground or street?

5. Child finds something that doesn't belong to him - what should he do?

6. What do you do if you are too small to reach the sink? (cookie jar, top shelf, etc.)

   a. have someone pick you up
   b. try to climb up
   c. stand on a box (where would you get the box? what kind of box would be strong enough to stand on?)

(Note: When presenting problems of this sort, be sure that the best solution is also the safest one for the child.)

Some solutions can be derived by observing animals:

1. Man tries to climb tree; fails. He sees a cat climbing a tree. He puts on pole-climbers' gaffs and climbs.

2. Man tries to walk on snow, but sinks through on each step. He sees duck with webbed feet walking across snow. He makes snowshoes.

3. Man tries to reach high apple in tree. He sees a giraffe eating. He gets a grasping pole such as is used in a supermarket.

4. The man tries to swim, sees duck's foot. Man puts on swim fins.

Problem Solving

Selecting the best of two or more viable solutions:

In each of the following examples, two or more quite different procedures are used to achieve the same outcome. The object of using two functionally analogous processes is to motivate a comparison of their similarities and differences.

- A litter machine. Someone constructs a highly elaborate device, functionally equivalent to a pushbroom, but far less efficient. You could then show one person cleaning streets with the litter machine, while the other uses a pushbroom. After a given period of time, you could flash back to screen in which person with litter machine would be still working while person with pushbroom, having finished, would be napping.

- A nail driver. Ralph & Wally use a six-foot rod to try to drive a nail in a wall. To aim it better, they use a section of pipe as a sheath. To hold the rod and the sheath, they plan an elaborate scaffold. But to assemble the scaffold, they need to drive several nails. Problem: what to use to drive the nails? Nonchalantly, one produces a hammer. They build the scaffold, set aside the hammer, and use their elaborate apparatus to drive the nail.

- The human hinge. The upper of two door hinges is broken. The rod for holding the two parts of the hinge together is missing. A character discovers his elbow will serve as a hinge. A second character wants to relieve the first of the tiring task, and substitutes a book, which he proposes to attach with nails. The first becomes interested in the book, substitutes one of the nails for the missing hinge rod, and walks away happily, reading.

SOME STRATEGIES FOR SOCIAL AND AFFECTIVE BITS

I. Pro-Social

1. Expression of feelings verbally: Showing that talking about feelings is possible, desirable

2. Expression of feelings (behavioral): Showing how to express certain anti-social feelings (eg. Anger)

3. Pro-social: Ways to enter groups and interact

4. Interpersonal coping skills: Dealings with difficult interpersonal situations.

II. Competence

5. Building a competence: Acquiring a skill to be proud of.

III. Individual

A. General

6. Individual attention: Television character gives viewer "attention"

7. Identification: A television character with whom the child can identify is shown as beautiful, competent, etc; or as having normal difficulties, feelings, and living with them.

B. Cognitive/emotional

8. Awareness of feelings: The child sees that he can pay attention to how he feels

9. Awareness of behavior: The child learns to observe his own abilities, to be aware of his capabilities and resources.

C. Cognitive

10. Messages: Specific messages about the way the world "works," what is normal etc.

11. Labelling: Labelling of feelings

12. Casual reasoning: Causes of feelings are shown.

(Presented by Harry Lasker, Center for Research in Children's Television, Harvard U. for Affect Meeting - 3/25/74).

Emotions - Anger

Traditionally, we have presented this goal via a conflict-resolution format. This has enabled us to clearly label the emotional reaction of anger within a given contextual setting displaying antecedent causes and consequent effects.

Additional format approaches also seem viable:

Approach #1: Present a blank visual, while a voice-over narrator presents a brief description of the events that have led to a character's anger. Ask the home viewers to predict what the character will do. Then fade-in on the action which is the resolution of the bit, eg: Ernie: "I'm angry and you know what I'm gonna do . . ."

Resolution: Choose one of several possible resolutions:

1. Verbal release of anger - with visual acts to illustrate the verbal monologue, eg: "I feel angry - like there's an alarm clock ticking inside me ready to ring, like there's a stick of dynamite inside me ready to explode (cut to fuse, etc.)

2. Physical release: push-ups, count to 20, say the alphabet, build something, do something constructive in a burst of energy, finish something . . .

3. Don't do anything - instead plan what to do; warn someone or just accept it silently.

Approach #2: We can also present a brief series of shots or slides to set up a situation which displays anger, and then focus on the resolution. Eg. slide:

a) Bert gathering his cookies

b) Bert leaves the room

c) Ernie comes up from underneath with his hand on the cookies.

d) Bert re-enters (open-mouthed) and sees Ernie

Fade-in, two anything muppets: "Ok, chief, what do you think happened?"

Answer: "Bert discovered Ernie was eating his cookies and got angry."

e) Slide: Bert is angry. "Yeah, so you think Bert is the one who . . . yup . . . it's gotta be Bert," etc.

Some Anger Situations to Consider:

1. Injustice: Eg, taking someone's toys cookies, books, garbage can, clothesline, favorite blanket - borrowing without asking.

Some Anger Situations . . . cont'd

2. Disappointment at the hands of someone you depend upon:

Such as lateness, or forgetfulness (you forgot to bring the baseball, the pair of sneakers you promised me, the present you said you would bring . . .)

Resolutions

Might focus on the person disappointed (and therefore angry. "I'll tell him what I think of him.")

Might focus on the person who was late or forgetful ("Oh, no I forgot. I must see him." or, "what should I do? Bring a present?")

Emotions - Fear

Below are outlined some of the factors which should be considered in the presentation of fear segments:

Some general reminders:

Childhood fears are highly unpredictable and at all age levels there are marked individual differences in susceptibility to fear. The same stimulus may be extremely frightening to one child but leave another completely unperturbed. Moreover, a child may be much disturbed by a particular stimulus in one situation but pay no attention to it in another. Most important, a child may be disturbed by one particular stimulus and begin to fear all stimuli which are similar.

It therefore seems advisable in our presentation of fear segments to focus less on the sources of fear and more on the behavioral concommitments of fear and ways of dealing with fear.

Some standard behaviors that are often associated with fear are:

Crying, cringing, cowering, clinging to parents or other adults, trembling, frozen immobility, protesting, denying one's fear, appealing for support.

Techniques for eliminating fear:

1. Extinction: Briefly, this principle indicates that to reduce a child's fear of a specific object (e.g., a rat, a monster, etc.) one should simultaneously and repeatedly present a pleasant object (such as candy or a happy, unafraid child or character) together with the fearful object. Although classically this principle would indicate the direct, non-mediated presentation of such pairings to the child, there is reasonable evidence (from modeling theory) to believe that if we model via television the pairing of some minor fear-inducing stimuli together with a pleasant stimulus, the viewing child may begin to display more positive reactions to the object he previously feared. This technique therefore would indicate that we could present:

   A. A minor fear-inducing stimulus (e.g., darkness, dreams, ghosts, monsters, novel games, machines, people, costumes, etc.)*

   B. A model who displays fear (e.g., a cowering Oscar, a clinging child, Big Bird afraid of a shadow . . .)

   C. A model or models who are pleasant, unafraid, supportive, encouraging; and, who through verbal explanation together with their actions, demonstrate themselves a lack of fear or assist the fearful character to inhibit his fears.

Note: After the fearful model overcomes his fear, it would be very effective to have either the fear-inducing model (e.g., the monster) or the positive model reinforce the child's novel nonfearful behavior (e.g., monster: "I like you; you're the only person who's not afraid of me . . .", or "You did good, kid.")

* The choice of fear stimuli is extremely important. Some fear stimuli (e.g., fear of dogs, snakes, knives, guns, fire, etc.) are extremely functional and no attempt should be made to eliminate them on nation-wide television.)

Emotions - Fear

The following list comprises some specific situations in which the primary focus should be upon the resolution of fear.

1. A muppet with an unreasonable fear or phobia - Big Bird is afraid his feathers will fall out; someone is afraid that trees will fall on them, etc. One of the children on the street explains that he has no need to be afraid.

2. Fear of doing something new - getting on a merrygoround for the first time, eating a papaya for the first time, meeting somebody new, getting a haricut, going to the dentist/doctor for the first time, receiving an injection from a doctor or nurse, etc.

3. Big Bird wants to visit his brother's nest for the weekend, but he is afraid his friends will forget him while he's gone. He calls his friends every five minutes, sends postcards all weekend, worries incessantly, consequently has a horrible time; but comes back to find that everything is still the same, he still has the same friends, etc.

4. Your mother goes shopping and you are afraid she won't come back.

5. You're late getting home for supper and you're afraid you're in bad trouble.

6. Getting lost - or meeting someone else who's lost and learning how to find you way home.

7. Fear of thunder and lightning.

Coping With Failure

The following affect parameters are not notebook suggestions, but rather an analysis of some aspects which should be considered in developing the above goal area.

The child's approach to the situation

Listed below are some typical child approaches to situations which offer the chance for failure or success. Some of these approaches reflect confidence; some display an ambivalence or hesitance about the situation; others reflect negative responses or a willingness to "Cop out." One difficult problem for children in approaching such situations is the lack of evaluative skill, an inabilitiy to size up a situation before deciding how to react to it. As a result, many children walk blindly into failure.

Confident approaches:

It's my thing; you can't do it.
I'll try again.
I can do it.

Ambivalent or Hesitant Approaches:

I don't know - I've never done this before.
I've never done this before and it scares me, but that doesn't mean I can't do it.
I did that already.
You do it.
Not now.
I can do that any day (but not today).
My brother (sister) doesn't do that.
My parents won't like that.
That's no good anyway.
That wouldn't be fun.

Bribery (applied to avoid the challenge!):

I won't be your friend if you don't do it for me.
I will be your friend if you do it for me.

Cop-Outs!

I'll do it when I grow up.
You shouldn't do that (because I can't).
I am too little.

The Sophisticated Cop-Out:

I might get hurt.
I'll get my clothes dirty.
Girls don't do things like that.
Boys don't do things like that.

The Child Can Face Failure (cont.)

When a child fails, his response to that failure is often largely dependent upon whether:

1. Someone else judged that he failed.

2. He himself decided that he failed at the task or attempt.

Below are some oft-used responses to failure situations:

1. When someone else decides you failed:

- question the judgment and ask the person who decided that you failed
- get someone else's point of view
- accept the fact that you blew it and then consider why, and resume work on the situation again.

Less constructive responses include:

- begin to cry (having given up, the child now seeks attention and sympathy)
- withdraw
- defy the judgment (usually with stamping of feet and tantrums)
- ignore the judgment
- display frustration - bad language, abuse of other children and animals, screams of, "It's not my fault!"
- tolerate the situation without any real understanding of it
- feel revengeful
- butter up the one who made the judgment, in the hopes that their judgment will change for the better.

2. When the child himself decides he failed:

- recognize the failure and reapproach the situation after having re-evaluated it
- think of other similar situations and ways of dealing with them
- analyze the methods used in dealing with the situation; decide what needs changing and what was successful
- try a completely different approach

When the child himself decides he failed (cont'd)

- refuse to give up
- seek assistance
- think of past successes
- accept failure, realizing that we all fail sometimes.

3. A Suggestion

Of most value to the child and also least likely to cause conflict between the child and parent are failure situations in which the child himself decides he failed. Perhaps we should deal with this area first.

Stereotypes - the child is an automatic failure because of what he is:

- You're a failure because you're (black) (Puerto Rican) (a bird).
- You're dubbed a failure at baseball (in advance!) because you're a girl (or a failure at double-dutch because you're a boy).

The failure situation where practice would help:

- practice in remembering phone numbers
- practice in motor coordination
- practice in remembering what you were told to do
- practice in putting the right amount of ketchup (mustard, salt) on your food
- practice telling time
- practice keeping your popsicle on the stick
- practice learning how to sing

The situation where the child doesn't live up to adult or peer expectations

- used the spoon when he should have used the fork
- dressed improperly for an occasion
- forgot your lunch, gloves, bathing suit
- got caught stealing
- lost money or shopping list

The Situation where the child . . . Cont'd.

- your friends expected you to win the ball game and you struck out
- you were chicken.

Situations where parents or peers cause failure:

- child embarassed by parents
- mother forgot to give you lunch money, pick you up at school, fill your thermos full of milk
- your parents don't look or dress like the others
- child fails to live up to his own self-image; can't stop crying, can't run fast enough, etc.
- your own brother or sister becomes a stigma (wets himself in school, acts "dumb")
- child can't get his mother's attention, peers won't listen
- too little to join in a game
- child is chosen last for something
- child doesn't have money, permission from parents, a toy, a lunchbox - which other children have

Situations Where Age is a Problem:

- Child not old enough to be given responsibilities such as feeding or walking the dog, staying up as late as older brothers and sisters, not allowed to go to the store alone, etc.
- The incomprehensibility of the adult world: everyone laughs at a joke you don't understand, you assume they are laughing at you.

Physical Problems Due to Age:

- lack of motor coordination: spilling milk, being unable to button clothes and tie shoes, unwrap candy, use a spoon and fork, stay within the lines when coloring, zip up clothes, use the right amount of toothpaste, braid your own hair, games and athletic endeavors (climbing trees, etc.).
- Packages too heavy to carry. Solution: seek assistance or cooperate with others. Lack of strength sufficient to remove the top of a peanut-butter jar.

Physical Problems Due to Age: (cont'd)

- Too short! Unable to reach a counter or shelf, too short to see the parade.

- Poor control over one's body - wetting oneself, for example.

Situations Where Experience will Help:

- Selecting gifts - Father's Day, birthdays, etc.

- Reciting before a group

Embarrassment:

- Inability to read leads you into the wrong bathroom.

ENTRY INTO A GROUP

Possible social situations involving coping with loneliness, entry into a group:

A. Joining games - baseball, basketball, jacks

B. Being the new kid on the block

C. Portraying alternatives - a child is rejected and goes off to play blocks, ball, or cards by himself.

Everyone is too busy to play with Big Bird, so BB:

- imagines, dreams
- finds another lonely kid
- spends some time with a lonely older person
- plays basketball by himself - shooting hoops (then everyone else comes around to play with him).

Note: It is important to stress self-sufficiency with this approach.

D. Being the only girl/boy, white child/Spanish child on the block.

E. Being isolated by peers, e.g.,

- The child who is left out when other kids pair up.
  Ex.: Kids in group telling secrets when another kid walks by. Kids stop talking. The other kid looks miserable.
- Not being asked to play, or being shunned by other kids.

Solutions:

- Learn how to make friends
- If you are the last one to be picked, develop some kind of skill that will be valued by others.
- If kid is constantly being isolated, his/her positive skills should be emphasized.

Additional Writers' Notes - Affect Goal Areas

Skills for Entering a Group

1. Standing close and watching
2. Making friends with a member of the group
3. Asking to join
4. Sharing what you can contribute
5. Contributing to group process (e.g., by inventing a new role)
6. Parallel play

Coping with Failure

1. The child can recall previous successes
   - The child can use previous successes as a basis for imagining future 'goals'
2. The child can imagine a goal
   - The child can initiate action towards a goal
3. The child can persist in the face of obstacles by:
   - asking for help
   - trying alternative approaches
   - anticipating obstacles (and planning for them)
4. The child can perceive his progress in trying to reach a goal
5. The child can identify his successes by himself

(Presented by Henry Lasker, Center for Research in Children's Television, Harvard U. for Affect Meeting - 3/25/74).

Tentative Affect Goal Area

The child can develop the ability to delay gratification.

A. Wait to take turns on the side; looking forward to Christmas, birthdays, visits; waiting to take a trip to the zoo, looking forward to being older.

B. Maybe a promised quest to the program - like Joe Namath - doesn't appear when he is expected, but does arrive before the end of the program (stolen from Misterrogers!).

C. Emphasize filling the waiting time - playing jacks while waiting for dinnertime, etc.

D. Show the child that it is sometimes necessary to work for a future goal.
   Ex. - saving enough popsicle sticks to build something or saving pennies for a special object rather than spending each penny as it comes.

E. Sometimes the child must wait for attention. Ex.: Child has just colored a page but must wait to show it to his/her mother.

REMINDER

Emotions

When presenting emotions which involve conflict, emphasis should be placed on the resolution and not solely upon plot development.

Excerpts from "Television for the Social and Affective Development of Young Children", A proposal submitted to the National Institute of Education by the Children's Television Workshop and the Harvard Center for Research in Children's Television, April 20, 1974

...These criteria led us first to identify the topic of self-esteem as a potentially appropriate issue. Self-esteem is a topic which has clear emotional and social aspects. It has long been cited by experts as an important topic for the low-income child and is a subject which is deeply related to the child's ability to move effectively from the home to the school environment. Furthermore, we believe that it is a topic developmentally appropriate for four year olds.

While self-esteem emerged as an obvious potential choice for the proposed project, the topic is particularly nebulous. It can relate to a multitude of abilities, skills and competencies. Furthermore, there can be substantial problems of measurement if the goal topic is so broad...two topic areas emerged as clear possibilities: (1) the child can face failure without collapsing, and (2) the child can enter into, and maintain his membership within social groups.

Both issues are closely related to the development of self-esteem. The child with strong self-image and sense of confidence is more likely to be able to cope with failure without collapsing. Similarly, a child with high self-esteem is more apt to be able to enter and maintain his presence in social groups. Conversely, children who manage to face failure without collapsing and to interact successfully within groups are likely to increase their positive self-concepts. These two issues also have the advantage of being concrete: specific behaviors involved can be clearly specified. To

that extent, they are potentially measurable and amenable to production. Both issues have been identified as problems important to the inner-city child and his entrance into the school environment. They are relatively noncontroversial and would have a broad appeal in several types of cultural settings within the United States.

Issue 1: Facing Failure

White (1959) has argued that the development of a "sense of competence" is a central component in the development of a healthy personality. This sense of personal ability emerges when the child is free to explore his environment and to attempt mastery of a variety of problems (Winterbottom, 1952). Particular childrearing practices appear to be associated with the early development of a sense of mastery and competence; these styles stress parental support and approval of the child's initiative and attempts to be independent (cf. Rosen and D'Andrade, 1959; Winterbottom, 1958; Siss and Wittenborn, 1962; and Chance, 1961). Conversely, children in homes with restrictive parental styles may have reduced opportunities for independent exploratory behavior and develop feelings that they are not the principal controlling agent in their environment.

Coleman et al. (1966) showed that when inner-city minority children felt that their behavior was controlled by outside, external forces, their academic performance in school suffered as early as the first grade. Apparently, the child with a sense of himself as an agent controlling his environment is more apt to adapt effectively in the potentially competitive and new environment of school.

The reasons for the superior performance of children with an internal sense of control are still somewhat speculative. Early studies have shown that children with a low tolerance for frustration are more apt to

show regression in the face of obstacles (Barker, Dembo and Levin, 1941.) Other studies suggest that some preschoolers revert to aggression when frustrated on simple tasks (McCandless, 1955). Preschoolers who spend more time in play related to active mastery attempts also tend to be less dependent on others for emotional support (Crandall, Preston, and Rabon, 1960.) When such children meet obstacles they are more apt to try alternative approaches to problem-solving and to initiate activities on their own. Furthermore, they tend to look to others for definitions of success less often than using their own standards (Tyler, Rafferty and Tyler, 1962.) Clearly these abilities are likely to be associated with the capacity to cope with failure. A child who can resist regression, loss of temper, behave independently and attempt alternative solutions when he encounters obstacles is more apt to succeed in the long run.

Many studies have shown that young children vary in their abilities to persist at tasks (e.g., Crandall, Preston and Rabon, 1960.) Children with "external locus of control" may be less capable of calling upon previous images of success to aid them in persisting at a task. They appear to give up prematurely when successful solutions are close at hand, or to continue obstinately when it has become clear that a particular approach to a problem is not succeeding. In both cases, appropriate levels of persistance appear to be related to the ability to discriminate progress toward a goal.

Attempts at mastery also appear to be associated with distinctive risk-taking styles. Goldman and Shipman (1972) have reported substantial variatio in the risk-taking behavior of young children. Risk-taking behavior has been widely reported to be associated with the development of the achievement motive. McClelland (1958) reports that variation in both risk-taking styles and the achievement motive are measurable as early as five years. The child most capable of coping with failure is willing to take risks, but these risks are often at moderate levels. His capacity to take risks is associated with

his ability to intiate action toward the goal. His preference for moderate risks is associated with this ability to try alternative approaches to solving the same problem. Children with a low ability to deal with obstacles either avoid taking risks at all or will take "wild shots" at problem solving, expecting that one lucky attempt will lead to successful outcomes. Ability to accurately perceive chances of success also appears related to risk-taking. Sears (1964) reports that poorer students in first and second grade have unrealistically high estimates of their own ability. High risk-taking styles are less likely to lead to successful problem solving.

Chronic failure may lead to the development of avoidance motives in situations where failure is a possibility. Atkinson (1958) has measured the fear of failure and found it associated with tendencies to avoid competitive situations. Clearly young children with such avoidance motives are less apt to do well in an American educational environment which is often keenly competitive.

There is a growing literature which suggests that observing others deal with anxiety-laden situations may have a measurable effect on the behavior of the observer. Several studies have shown that conditioned emotional responses can be acquired by observers watching others deal with aversive stimuli (e.g., Bandura and Rosenthal, 1966; Berger, 1962). More recent research suggests that avoidance behavior can be significantly reduced by the vicarious observation of others (Bandura, Grusec, and Menlove, 1967.) Other studies have shown that television can desensitize children to the effects of violence (Cline, Croft and Courrier). If the media can desensitize children to violence, can it perform a more socially desirable function in reducing children's anxieties about coping with obstacles?

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Television Treatment of Failure

A child's sense of personal worth is built in part on his evaluation of his capacity to cope with his environment. In the pursuit of his needs the young child will inevitably encounter obstacles. The competent child is more effective both in pursuing his goals and in facing failure if it should arise. In the last analysis, the key to competence may be the way in which the child deals with obstacles. If they are perceived as insurmountable difficulties, they are apt to overwhelm the child's aspirations. To cope more effectively the young child must be able to be adaptive in the face of obstacles and the prospect of failure, to use his imagination in creative persistance, and to prevent obstacles from sapping his determination.

The studies cited above suggest several possible perspectives for a television treatment of failure. Presentation should foster a greater sense of internal control on the part of the child, a sense that he is an active agent who can successfully manipulate his environment and satisfy his needs. By withstanding frustration without regression the child should be able to resist dependency and be more pro-active in the mastery of his environment. He should become more discriminating in his efforts to persist with a particular approach to a problem, more refined in his ability to discriminate his own progress toward a goal, more capable of defining his own standards of success, more sophisticated in trying alternative approaches to the same problem, and more capable of identifying his own successes, whether or not they are praised by others. His risk-taking style should become more moderate and his capacity to initiate activity increase. All of these changes we would expect to be associated with a general decline in the fear of failure.

Finally, if the young child experiences feelings of frustration, disappointment, rejection and sadness at not attaining what he wants, he must

understand that these emotions are not unique to him. By realizing that all people face the same anxieties and concerns in encountering possible failure, he may be better equipped to persist.

Issue 2: Entering Social Groups

The child's image of himself will be substantially influenced by others' reac . ns to him. Furthermore, his successes in dealing effectively with other individuals and groups are likely to be important components of his images of his own competence. For these reasons, the child's ability to enter social groups and to operate effectively within them are likely to be contributing determinants of the young child's sense of personal worth.

The child unsure of his ability to enter groups if he chooses is more apt to tend toward isolation, and less apt to experience his own social competence. The ability to initiate interactions with other children would appear to be especially significant for the young child facing school for the first time. In school he will encounter the necessity of interacting with large numbers of children. Fears of others and groups may undermine his capacity to perform effectively in the school environment. Specific strategies which augment the child's repertoire of initiating contact with other children are likely to increase his effectiveness in entering social interactions, his sense of social competence, and his ability to deal with the new school environment.

There have been many attempts to alter the social interaction strategies of young children. Several attempts have been made to enhance the social behavior of isolated children...these approaches, employing differential reinforcement, have shown that if peer interaction is reinforced, children will eventually display a higher level of social interaction. However, these treatments appear to have less pronounced effects on extreme social isolates.

Other studies have shown that simple observation alone without direct reinforcement can lead children to acquire new patterns of behavior... Additional studies indicate that if the positive response consequences to the model, such as social praise or material reinforcement for model behaviors, are included, effects on the observing child are increased further...Building on these previous studies, O'Connor (1969) has shown that films depicting active social interaction between children, with positive consequences ensuing, lead to a higher level of social interaction of nursery school social isolates. In his study the rates of social interactions among social isolate children who viewed modelling films surpassed the interaction rates for non-isolate children who did not view. These studies provide encouraging evidence that television could be used as an effective vehicle to model strategies for entering social groups.

Career Education & Sex Roles:

To date, the program segments have been concerned most with the following aspects of career education (listed in the Instructional Goals Document as: Roles & Functions).

1. Labeling the name of certain roles, e.g. parents policemen, mailmen, store keeper, teacher, etc.

2. Identifying the functions that these careers entail E.g., a) a policeman arrests the jewel thief (in gangster AN family, b) mailman delivers letters, c) store keepers sell foodstuffs and other goods.

At the end of this section is a list of previous writer notebook ideas which we think can still serve as useful ideas for the writers. In general, the present strategies and contents are all good. However, they can be made more sensitive to sex typing and sexual roles. Few of our segments include female professionals. This is true especially when the formats of presentation used are muppets or street characters. If this goal is to be funded and incorporated into our curriculum, we suggest that production utilize Maria and Susan to model career aspirations more often. In addition, more female muppets could be used to model this goal.

NOTE: During the pre-schopl years, sex-typing figures prominently in the socialization of the child.

Some suggestions:

A. Imagination "professions!"

BB: "What will I be when I grow up?"

Street characters imagine what they will be or would like to be in the future.

E.g., Ernie: "A professional comedian."

Bert: "A biologist"

Big Bird: "A teacher"

Maria: "A lawyer (to take Oscar to court) etc."

B. Commonality of human resources used to perform certain roles and functions:

E.g., Luis Rivera's suggestions:

These are the activities, I the pre-school child can perform with my resources (body parts, mind, etc.).

And similarly, these are the activities that an adult (Gordon, Luis, Susan, etc.) can perform with those same resources.

C. Commonality of functions between people of different professions.
Examples: A TV repairman fixes television, an auto mechanic repairs cars, a doctor helps to heal the sick.

Visual: Display roles separately and then place each character into one-third of a split screen. Then display the following roles:

a singer
an artist
a dancer

and place on the other side of the screen with voice-over kid narrator explaining the classification.

Example: #2

Sorting song

Bus Driver Ship Captain

Airline Pilot

Choose between truck driver & baker

PREVIOUS WRITERS' NOTEBOOK IDEAS

The Child and his World

A. Social Units

1. Roles & Functions

People in the Neighborhood

a. doctor
b. dentist
c. butcher
d. TV repairman
e. plumber
f. newspaper boy
g. dry cleaner
h. soda jerk
i. short order cook
j. grocer
k. salesman/saleswoman
l. builder (construction worker)
m. teacher
n. shoemaker

Show how people with a variety of occupations combine their skills to achieve a goal (cooperation): example - building a building requires construction workers, plumber, electrician, etc.

Institutions

a. school
b. library
c. zoo
d. museum
e. park
f. bank
g. post office
h. airport

NOTE:

It is possible to transform the street into an institutional setting for any given show, wherein the street characters demonstrate different roles while presenting other Sesame Street curricular goals. (e.g., the school: Big Bird as teacher of the alphabet, Susan as principal, Luis as shop-teacher, Bert as dance instructor, etc., or similarly, a Bank with the Count as a teller, Kermit as the manager, Oscar as a depositor, etc.)

Career Awareness

Some community people seen at home:

Milkman
(Bottled water delivery - L.A.)
Meterman
Telephone Man
Painter (house)
Postman
Dry Cleaning Delivery Man
Craftsman

Some community people seen outside the home:

Store Keeper
Butcher
Shoemaker (shoe repairman)
Seamstress
Pharmacist
Waitress
Mechanic
Bus Driver
Train conductor
Airplane pilot stewardess
Window washer

Roles organized around specific locales:

In small towns one person fulfills multiple roles - grocery store keeper is also the postman, justice of the peace, sheriff, etc.

At the shore or ocean, most of the residents often fulfill roles associated with boats and fishing.

In the country, most residents fulfill roles associated with farming, etc. - forest rangers, fruit pickers, tractor drivers, loggers, etc.

There are some roles which are particularly characteristic of the city: street venders, street sweepers, traffic policemen, grocery cashiers, subway token sellers.

Roles associated with clothing:

Uniforms associated with different jobs.
Hats " " " "
Shoes " " " "

Career Awareness

Interdependent Roles

Executive - Secretary
Short order cook - waitress
Farmer - Grocery clerk

Roles Organized Around a Function:

Taking tickets. Note all the things you need tickets for - laundry, circus, cleaners, shoe repair, bus or train, merry-go-round and other rides at an amusement park, movies, theatre, etc.

Multiple Roles of a Single Person:

A person gets up in the morning - is a parent, husband, uncle or brother. He then puts on the uniform of his work - trucker, policeman, fireman, etc.

A woman is a mother, aunt, sister, wife, but she can also be a judge, doctor, cab driver, teacher, etc.

Some Roles Both Men and Woman Perform

Furniture movers
Cab Drivers
Riveters
Chefs
Salesman or women
Doctors/Dentists
Lawyers/Judges
Policemen or women
Secretaries
Artists
TV news announcers

Series of Dependencies:

Policeman takes a bus to work

Teacher needs students

Cross Cultural:

The same job may vary in different countries - cooks, salesmen (selling via door-to-door, selling via sampan, Hong Kong); farmer (growing rice in water, growing corn on land, etc.)

CAREER EDUCATION & SEX ROLES

Since its first season, Sesame Street has featured bits which aim to portray a multiplicity of career roles. To date, for example, the "People in Your Neighborhood" series alone has shown the following roles: fireman, postman, garbageman, barber, grocer, doctor, dentist, bus driver, baker, shoemaker, teacher, newsdealer and cleaner. The focus of this series, along with other career-related bits on the program was to familiarize the viewer with certain roles in the family, neighborhood, city or town (First Year Instructional Goals Statement for "Sesame Street"). The intent was not to implant specific career aspirations in young children, but to give them the fullest possible picture of the world around them.

Muppet characters are vivid representatives of certain occupations because it is easy to invest a muppet with the traditional tools of a given trade - a fireman's hat, a barber's scissors and chair, a mailman's uniform and bag. To present glimpses of many occupations in their appropriate surroundings, however, the program utilized live-action films. Some of these films portrayed a doctor, a dentist, a policeman, and a mailman at work. Bits involving "Sesame Street" cast members and muppet "regulars" also have been designed to widen the occupational picture and to make these careers and functions more familiar and accessible to the viewers. Thus children have seen Kermit the Frog as a news reporter, Grover as a fireman, Bob as a music teacher, etc.

In portraying career roles and functions on "Sesame Street," the staff has hoped to create, over several exposures and instances of this type of subject, an implicit message for the children who are watching:

Differing Perspectives- Possible Approaches

Start off at the child's point of view and then present the opposing point of view in juxtaposition.

a. Begin with a character with whom the child can identify (Ernie) and have this character meet up with an opposing point of view.

b. Begin with character that child identifies and have him obviously take the role of another person.

1. Have Ernie put on a monster costume and see how it feels to frighten people.

2. Have someone put on stilts and see what the world looks like to Big Bird and why he often trips, etc.

Start off with a point of view that is different from the child by having the child pretend he is so and so -

Ex. 1: Problem. It's Oscar's birthday, what do we get him for a gift. Let's pretend we're Oscar. What would we like. Decision - go to the city dumps to get a gift for Oscar because that's what he would like the best.

Ex. 2: Problem. Where to hang a mirror for Big Bird. Decision - the mirror must be hung high enough so Big Bird can see himself without bending down.

Start off with a two person situation in which the first character is totally oblivious to the other person's point of view - show the need of communicating your point of view.

Ex. 1: Child 1 is sitting in front of the TV.screen so that child 2 can't see. Child 2 must make child 1 aware of his point of view.

Ex. 2: Character 1 is standing on character 2's feet. Character 2 cries, but this does not communicate his point of view in a useful way. He should ask character 1 if he would like him to step on his foot.

Differing Perspectives

General Comments:

(1) All problems should emphasize the necessity for seeing things from another's point of view; emphasize the feelings of those doing these things and of the child to whom it's happening.

(2) The problems need not always be followed by a resolution, but alternate ways of viewing the situation should be shown.

Possible Situations:

1. Problem of sharing and/or taking turns, involving such items as...

   - toys
   - roles in game (who is the leader)
   - taking care of pets or community property
   - situations where both parties want to be first

Solutions: Children can...

   - Divide items, take turns or play with item jointly
   - Learn benefits of borrowing and lending
   - Engage in practice of dividing where one child does the dividing while the second child gets first choices of pieces.
   - Pool his monetary resources with others to buy an expensive toy to be used cooperatively.

NOTE: Two important points should be emphasized: 1) Sharing gives equal opportunity for all to enjoy; 2) Everything does not have to be shared, e.g. a coat.

2. Problem of coping with bullies. Show that various children handle the problem differently.

   - Avoid the bully.
   - Ignore bully and play with another friend.
   - Get friends or sibling older than bully to break up the fight without harassing bully.
   - If bully younger, might realize that a young child doesn't understand when he does something wrong, e.g., takes blocks apart, breaks a toy, etc.

3. Problem of wanting the same privileges as peers. Everyone else's parents allow their children to do something but child in question isn't allowed to do it.

4. Problems involving group consensus. Child wants to play one thing, but group wants to play something else.

   - Child decides to join the group anyway or plays something else.

5. Problem of being different (tolerance of differences. - emphasize the non-uniformity of people in general)

   - Having different looks
   - Having different talents and abilities
   - Having different accents
   - Having different habits
   - Having different desires or aspirations

6. Social problems arising from having inconclusive information. (Perspective should change when new information learned.)

   - Jumping to mistaken conclusions about others on the basis of incomplete information
   - Over-generalizing negative first impressions

7. Problems of taking another's point of view. Could use comic juxtaposition of different points of view.

   Ex.: P.1. is using a stack of books as a table leg.
   P.2. enters and walks away with books.
   P.1. runs after shouting, "Come back here with my table leg!"
   P.2. does take, obviously thinking P.1. is short on marbles.

8. Problem of what to do with a broken toy.

   - Show that each child may have a different solution.

Differing Perspectives

Perception

1. Visual Perception

   a. Based on position - Visual perception changes depending on where you are standing and how tall you are, etc.

      Examples - a. Small kid in elevator is surrounded by legs.

      b. Dog coming down the street may look small to adult but large to a child.

      Play guessing game - what is it? Showing common objects seen from different angles.

      Old story about three blind men touching different parts of an elephant and guessing that it's a tree, a log, or a snake. This can be changed so that big people only see one part of an object and guess what it is.

      Use body parts seen from different angles.

      Extreme close-ups of animal skins.

      Have a group of people each of whom has seen a small part of a scene reconstruct the whole by adding their perspectives together.

   b. Based on attention - Different people attend to different aspects of the same object or situation.

      Examples - a. Ten people may witness the same thing, but pick up different aspects of it.

      b. Play game where an object or scene is presented on the screen for short periods of time and then kids are asked questions about it, i.e., what was the boy holding, etc.

2. Emotional perception

   Different people have different emotional reactions to the same object or situation.

   Examples - a. Emotional reactions - fear. Something will frighten one child, but not another, e.g., loud noise, big dog, thunder, strange person, etc.

   b. If you put different people in the same situation, they would have different reactions:

   - A musician moving next door. On the one side the tenants

Differing Perspectives

Emotional perception (con't.)

are thrilled. However, on the other side they are very annoyed at the noise.

- New house going up. Could get into what it's like to go to a new neighborhood - exciting to some and frightening to others.

- Going on a trip for the day. One person loves the idea because he gets out of doing something he didn't want to do while another has to give up something he wanted to do.

c. Two boys receive identical boxes as presents. Each imagines it to be what he wants - differing perspectives.

d. New baby comes home - everyone is happy. How does the three or four year old feel in this situation when he gets less attention.

e. The child should be able to take another person's point of view and to understand that person's perspective, thoughts, and feelings:

- Emphasize also the multiplicity of child responses to another person's perspective or feelings. For example, if a playmate feels sad, possible kid responses could include: "I don't feel sad," walking away from the situation, "I am sorry you feel say," trying to make playmate feel happier, asking why, listening, talking about it, etc.

- Use a focal point to concentrate on this problem; e.g., a baseball game. One team is winning and one is losing. One child on the winning team is jubilant over his victory but one can take time to understand how a child on the losing team feels.

f. Project the idea that doing something for another person can make them happy and that in turn makes you happy.

Differing Perspectives

Suggested Topics:

1. Problems arising from age differences. Three year old is not permitted to go to the movies along, as does his/her older sister/brother.

2. Several children want to sit on adult's lap while he/she reads story. Situation must be resolved since only one or two children can sit on an adult's lap at the same time.

3. A child is shown watching two children argue over something. Child considers in his mind the alternative solutions to the argument.

   Another variation is to show one child resolving a conflict between two others, only to be thrown into the same conflict himself. In this way, he too finds out what it feels like to be in the situation.

   Examples: sharing a chair
   looking through a hole in a fence at a construction site

4. Role playing can be used as an effective technique. For instance, children on street could pretend to be someone else, e.g., one of the muppets. (Note: It may be difficult for children of this age to get the message since this skill comes later in the developmental stage.)

   One way to illustrate differing perspectives and at the same time help children identify with the cast members as individual, is to show cast members reacting in an individual (and consistent) way to a variety of situations. As the children learn about the personal preferences and emotional perceptions of the cast members they should eventually be able to make predictions about how a particular cast member will react in a particular situation.

5. Three children are shown. One says to the other, "I don't like You." Then the third child comes up and says the same thing to the speaker. Thus, the child who made the remark first learns what it feels like to be spoken to in this manner.

6. Focus upon other conflicts between people, e.g., children watching TV always fight over who wants to watch what.

7. Some conflicts can be resolved by simple consulting the appropriate sources of information.

   Example: Kids arguing whether the house around the corner is white or blue. Conflict can be resolved by simply walking around the corner and looking at the house.

8. Project to viewers that there are some conflicts that have no resolution, so that they will be able to realize this when such situations arise and thereby terminate the argument perhaps with, "Well, I guess we'll just never see eye-to-eye on this so let's drop it."

9. Conflicts between children and adults can be treated.

   Example: The adult has done something to upset the child but doesn't realize it. The child cries and pouts by himself until the adult finally finds out and explains that it was an accident.

   Note: Forgotten promises are a source of great disappointment and hurt to young children.

10. Name calling often used by young children. Resolving this situation is very difficult. On suggestion is for the child to explain, "Don't call me that because I don't like it. How would you like it if I did that to you?" However as we all know, kids wouldn't use this technique since it would have no effect on the name caller. Due to social background some children are told to walk away from a situation of this type, while others would be punished by parents if they didn't resolve it, probably by having a fist fight. Therefore, it has been suggested that you avoid the situation on the show.

Differing Perspectives (broadening the child's appreciation of other cultures)

Select a food used by many different cultures that is basically the same:

Stuffed bread/or pastry filled with meat:

Hamburger or sandwich, hot dog

Far East - falafel

Mexican - tacos

West Indies - rote

Russia - blini

Europe - blintzes

China - type of dumpling, wonton or dem sum

Puerto Rico - pastelillos

France - crepes

Panama - empanadas

Could show the different types of rice:

Mexican rice

Spanish saffron rice

Chinese boiled rice

Rice & Beans

Could also show pasta in its different forms:

Lunches vary across cultures:

Different containers or lunch pails are used by people of different cultures from which will be taken different types of lunch -

- On a construction site the workers usually use a lunch box, or a lunch stand.
- Workers in a field will either bring their lunch or have it brought to ther

Cooperation

Cooperation is rational social exchange for a purpose. It is absolutely essential to make the viewer aware of the motivation for cooperation.

Situations should be presented which show the positive results of cooperation as compared to the negative results of lack of cooperation.

Division of Labor

The motivation for this type of cooperation should be made clear. The viewer should see that all concerned have a stake in the outcome. The situation chosen to illustrate division of labor should be one in which the following criteria are met:

1. Two or more people have a common goal.
2. The accomplishment of this goal requires a particular skill or resource.
3. The goal cannot be achieved as easily by any one person alone.

Example - Two children find a pile of lumber and decide to carry it home to build a tree house. Neither child can carry all the lumber by himself so they divide the lumber and each child carries half.

Combining of Skills

The situation chosen to illustrate combining of skills should meet the following criteria:

1. Two or more people have a common goal
2. The accomplishments of the goal requires <u>two</u> or more special skills or resources.
3. The goal cannot be achieved as easily by one person alone.

Example - Several people on Sesame Street want to build a dog house. Each person is able to contribute a particular skill (painting, hammering, etc.) or resource (hammer, paint, nails, etc.)

Reciprocity

Motivating a child to make reciprocal agreements to cooperate is more difficult than the motivation for division of labor or combining of skills because in many cases the child must postpone his own goal in order to help another. This is particularly difficult for the young child because his concept of time is not yet fully developed and it also requires him to trust another individual to fulfill obligations after that individual's goal has already been achieved.

Cooperation (cont.)

It would be helpful, for this reason, to present situations in which:

1. The reciprocal agreement spans a very short period of time.

2. The goal of each person involved is one which cannot be achieved easily by one person.

3. Occasionally negative aspects of not fulfilling an obligation in the reciprocal agreement are shown.

Example - Susan would like to go shopping but does not want to leave the house because she is expecting the mailman to deliver a package. She asks Oscar to wait for the package and he says he is too busy making his lunch. Oscar then discovers that he needs a missing ingredient from the store but cannot leave his cooking. They finally decide to cooperate. Susan will buy the spinach for Oscar and Oscar will wait for Susan's package.

Situations that call for cooperation:

1. Water fountain - one child holds water on while the other drinks and vice versa.

2. Parade or baseball game - both children are too small to see over the crowd or fence - bigger child holds the other on his shoulders and smaller child describes parade or game, etc.

3. Locked door or gate - Bigger child lifts smaller child so he can climb the fence or climb through the window and unlock the door or gate.

4. Two people in horse costume - must cooperate in order to get anywhere.

5. Two children have dirt or smudge on their faces and no mirror - they clean each other's face or tell each other where the smudge is so each can clean his own face.

6. Two kids want to make money - one kid makes lemonade - one sells it; or one kid buys sugar while other one buys lemons. They divide the profits.

7. Children can teach each other

   a. skills
   b. rules
   c. songs
   d. games

Cooperation (cont.)

8. Children chip in to achieve goal
   a. money for candy movie or toy
   b. clothing for play costumes
   c. equipment for game (gloves, bases, bat, etc.)
   d. clothing for snowman
   e. parts and tools to make a toy (go-cart)

9. Children cooperate to make things

   1. blocks
   2. go cart
   3. mural

10. Children cooperate to get dressed
   a. girls have dresses that button up back
   b. some children need help to tie shoe laces or zip zippers
   c. taking off boots

11. Children cooperate to lift or push heavy objects
   a. furniture
   b. wagon
   c. boxes

12. Two kids holding ice cream cones, and both decide they are hot and want to take off their sweaters. They each struggle with cone and sweater until they decide to cooperate. A holds B's ice cream cone while B takes off his sweater and vice-versa.

13. Two kids rowing a boat. One kid operating each oar.

14. Assembly line.

Can also stress that cooperation is needed by all members of society.

   1. Obeying laws
      What would happen if everyone made up his own traffic laws?

This can be related to kids abiding by rules of a game.

15. Among young children there are many conflicts over ownership regardless of whether the holder actually owns the object.

   Ex.: Two children coloring pictures with crayons; both want to use the same crayon. They resolve conflict by breaking the crayon, suggesting that they take turns or suggesting that one use the crayon while the other colors another part of the picture.

Conflict Resolution

Where there is more than one way of resolving a conflict, you could show two kids resolving a conflict one way and then two other kids settling it in another way.

Many arguments stem from being misunderstood - could have a skit where one child is only English speaking and others speak only Spanish. Then bring a third child in who speaks English and Spanish to resolve the conflict.

Other possible topics include:

(1) Problems of injustice - being blamed or punished for something you haven't done, or having someone else get or take credit for something you did.

Injustice: False accusations

- guilt by association
- guilt by circumstantial evidence

(2) Problems of jealousy

- when a friend plays with someone else
- of mother's or teacher's attention
- of other's belongings
- of other's talents

Machines - ideas for street use

1. Make analogies between body parts and simple machines.

2. Show the wheel principle in: lazy susan, potter's wheel, cart wheel, rolling pin.

3. Luis tries to move some parts into his shop - drags the box several feet with great effort and then discovers how much easier his task is when he puts the box in a wagon, or uses a dolly to transport them.

4. Could use a seesaw to illustrate principles of the lever.

5. Problem solving approach can be used to introduce several simple machines:

   - How does Bob get the laundry off the clothesline without going out of the house to get it? He uses a pulley.

   - Further problem-solving approach applied to carrying packages vs. using a shopping cart.

   - How can we get object x to location y? Solutions to the problem can involve the use of different kinds of machines - levers, wheels, etc.

6. Some everyday objects that might be pertinent to discussion of machines: clothesline, seesaw, tricycle, swing, slide, top, skates, wagon, go-cart, magnet, doorknob, bock, meat grinder, frisbee, paper planes or gliders.

Machines & Tools

- Parts of machines that need care.

- Mechanical advantage (e.g., ways in which machines facilitate production)

- Selecting best tool or best machine for a given job.

Using animals as analogies of various tools.

- Duck's webbed foot compared with swim fins

- Cat's claw compared with pole-climbers goff.

- Bird's wing and airplane's wing

- Beaver's dams and people's dams

- Elephant has hose; fireman has hose

- Frog's tongue and flypaper

Machines & Tools (cont.)

- Cat's scratchy tongue and dish-cleaning scratchers
- Cow's tail like a flyswatter

Animal/machine analogies:

- Horse and: truck, bicycle
- Animal's backbone and: bridge
- Duck's feet and paddlewheel
- Anteater and: vacuum cleaner

Buildings & Other Structures

- Films would be good to show buildings or houses in various stages of completion
- On street, members of cast could be involved in building some object - a table, workbench, cabinet, etc.

Plants & Animals

Show how animals adapt to their environment and how man uses his brain to adapt to his environment - such examples would combine goals of natural environment with man-made environment.

Example - 1. a. Beaver uses teeth to chop down trees

b. Man uses saw or ax

2. a. Camel stores water in hump

b. man uses canteen

3. a. bear has thick fur coat

b. man has coat made of animal's fur

4. a. fish swimming

b. man in boat or swimming with swim fins

5. a. bird flying

b. man in airplane

Show different kinds of animal homes and different kinds of human homes and indicate how each home is adapted to its environment.

A film could be made on the variety of uses for a tree.

Example - 1. homes for animals
2. wood for human homes
3. fruit
4. shade
5. a place to hang a swing or hammock
6. wood for fire
7. maple syrup
8. paper
9. pretty to look at
10. fun to clumb

For an alternative, could show the process of making a tree into a product, starting from the point at which it is cut down. Could also show a series of products made from trees - houses, shelves, wooden toys, furniture, sculpture, etc.

Relate animals to each other in a variety of ways.

1. animals that lay eggs
2. animals that have fur
3. two legged animals (include man)
4. four legged animals, etc.

Plants & Animals

Show the way different animals perform similar tasks:

1. carry their babies
2. build their homes
3. find food, etc.

Show that animals differ in their eating habits -

- squirrel eats nuts

- birds eat insects

Show the diversification of a product:

1. Corn growing, corn on the cob, canned corn, frozen corn, corn muffins, popcorn, corn as feed for chickens, pig, etc.

2. Tomatoes growing, eaten in the hand, eaten in salads, sandwiches, used in spagetti, sauce, etc.

Natural Processes & Cycles

What happens when it rains?

- What happens to the street?

- What sometimes happens to the sky afterwards? Rainbow.

Seasonal changes

- What can you do during each season?

- How do you feel when it's hot and sunny? Cold and snowy?

- What clothes do you wear in winter? Summer?

- What happens to the length of day? (Days are longer in summer, shorter in winter)

Night Animals	Owls, bats, etc. - The Bronx Zoo has an exhibit, using special lighting.
Desert Animals and Plants	Cactus, coyotes, camels and their unique use of water - How animals get moisture from plants. How animals blend in with their environment.
Contrasting Environment	Desert - rain forest - glaciers - volcanoes - show the different looks of the land.
Relational Concepts in the Environment	Hot-cold, Wet-dry, Big-little, etc.
How Man & Animals Adapt to Environmeht	Man carrying canteen in desert, camels in desert. Man wearing heavy clothes in cold climate, animals with thick fur, etc.
Different Climates & Clothing	Sun - sombreros - sun umbrellas - arab head dress,etc. Cold - ski hat, etc. Show astronauts clothing
Planning for Different Environments	Show kids planning what they would need if they were going to the beach, to the mountains, to the desert, to a rain forest.
Environmental Preferences	Have people talking about where they want to live and why.

Quality of Environment
(Sesame Street Research Memo-
6/28/71)

Ecology

Underlying the presentation made here are the following assumptions:

1. Only a limited set of the many possible ecology goals should be selected in order to provide for a focused and thereby a cumulative effect on the learner.

2. When experimenting in the ecology area, the scope of the experiment should be restricted to formative activities, including, the search for specific objectives which it may be possible to address through the show, and to exploration of various production approaches, and should not extend to the systematic development of related measures or to execution of a summative evaluation.

3. Insofar as possible, treatments of ecology on the show should be obviously identifiable as such from the point of view of the casual adult viewer.

The two major goal headings proposed here are as follows:

A. Form and function interact

1. The child will recognize that a given situation is unsafe, unsuitable for certain needs or undesirable in terms of aesthetic standards, etc. (what's wrong here? what can we do about it?)

2. Given two sets of conditions for meeting the same human need, the child will select the one more suitable to the need (what's the best way?)

3. Given two sets of conditions which will affect people, the child will prefer that which yields greater peace, happiness, beauty, etc. (what's your favorite place, and why?)

B. Consequences of Peoples' Actions (intended, unintended, desirable, undesirable).

1. Given a situation in which environmental circumstances are manipulated to meet a human need, the child can identify one or more unintended consequences of either a positive or negative sort, including effects that are either delayed or hidden.

2. Given an absurd situation brought about by a modification of environmental circumstances, or by a modification of people, the child will recognize some of the consequences of these modifications. (What would happen if...?)

General background and possible topical areas

A. Environmental forms often are malleable, and can be shaped to serve the needs of people. We should emphasize the primacy of function i.e., that the needs of humanity come first, and environment circumstances may be created accordingly. It is also important to emphasize: 1.) the advantages of active planning over environmental determinism, 2.) evaluation of choices and, 3.) creative problem solving. From the negative side it is readily possible to emphasize the forms which fail to meet desirable objectives or which give rise to undesirable patterns of human functioning.

B. When the environment is in any way manipulated by man there are usually several consequences of this action. Sometimes the consequences are immediate and obvious and sometimes they are delayed or hidden. Often one action will have both positive and negative effects. It is important to emphasize the need for identifying as many of these consequences as possible in order to facilitate the most beneficial planning or corrective action.

Limits of Natural Resources

Pollution -

Consequences of carelessness:

A child throws down a soda can, cut to beach covered with cans.

A neighbor turns the TV on too loudly - the whole neighborhood turns on their TV's too loudly - noise pollution.

Follow steps showing how natural environment is spoiled:

Example: Garbage covers are not tight enough, cats knock down cans, garbage strewn over street.

Fish swimming in aquarium. Show how water must stay out overnight to destroy poisonous elements, cut to factory wastes pouring into rivers poisoning fish. Should also juxtapose position consequence if factory took proper precautions.

All pollution segments should end on a positive note. For instance, child starts to throw down soda can but thinks of consequences if everybody does this (i.e. beach covered with cans). He therefore finds a trash can and throws the soda can there instead.

Environmental Planning

Could focus upon community action to plant trees and flowers.

That choice is a factor in role adoption - that option will be a part of his later life and that his wishes and interests should somehow influence or determine its course.

The "Sesame Street" curriculum goals have year by year displayed a greater concern with helping the child to understand his own strengths, powers and abilities. In conjunction with this focusing concern, the portrayal of career roles and occupations has come to the fore as a subject in which "Sesame Street" should give fuller range to expanding the child's sense of options and possibilities. There has been a particular interest in trying to underline the free choice factor in terms of career education as it relates to sex stereotyping. There has consequently been a conscious effort to portray women in roles often reserved for men, such as the live-action film "The Doctor," which shows a female pediatrician at work with her patients, and "Making a Stool," which shows a little girl practicing carpentry. Similarly, there are bits which portray male cast members participating in so-called "women's work," such as the cooperation bit in which a pixillated Luis and David hang up the wash on a clothesline.

The National Organization for Women has afforded some practical guidance with conferences, production guidelines, and script review aimed ar guarding against sex-role stereotyping on the program. It is evident that program segments are focusing more directly on this issue. A script recently prepared for the program's fifth broadcast season is quite explicit:

Anything Muppet: "Can a girl be a doctor?"

Maria: "Sure, of course!...girls can do just about anything!"

"Sesame Street" has aspired to producing appropriate presentations of careers and occupational roles since its first broadcast season. It now appears that what is needed is a more systematic investigation into what is appropriate, in terms of specifying goals for the program on this issue and in terms of identifying ways of measuring its subsequent failure or success.

Excerpts from "The Development of Career Awareness in Children," A Proposal submitted to the National Institute of Education by Aimee Leifer and Gerald Lesser

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Career Awareness in Young Children

By career awareness we mean an understanding of the variety of occupations adults hold now, including types of occupations, the activities and life styles they promote, and the personality characteristics and abilities that contribute to success in them. In developing such awareness one would also attempt to enlarge the range of occupations children consider appropriate for themselves and in some cases to raise their level of aspiration. Assessment of these goals might include asking children about the occupations they would like to hold as adults and the occupations they expect to hold. This does not imply that these choices reflect what children will do, rather these choices would indicate the boundaries of their understanding of the possibilities open to them.

We have two primary reasons for believing in the importance of early career awareness, the first reason being an argument by analogy. It is clear that many attitudes that are important throughout life are formed early. For example, sex-role attitudes determine many of the choices one makes through life and the content of these stereotypes is acquired by about the age of seven (cf., Bardwick, 1971). Attitudes toward members of other cultural groups are also discernible by this age (e.g., Goodman, 1964) as are the precursors of important political attitudes (e.g. [illegible]ss and Torney, 1967; Hyman, 1959) and moral judgments (e.g., Kohlberg, 1969). This early acquisition of important and lasting attitudes suggests that an awareness of careers may also be formed quite early in development.

The second reason to study occupational awareness in young children is the recent direct evidence that children as young as five do have attitudes about careers and occupations as well as opinions about the appropriateness of certain careers for them. The fact that many of these attitudes reflect the stereotyped divisions in existing employment patterns increases the need to provide young children with alternatives to their developing stereotyped perceptions.

Several recent studies document the early development of awareness about occupations. Children as young as third grade have a very clear understanding of the prestige assigned to various adult occupations. Their rankings of the prestige of occupations correlates .93 with adults' rankings of the same occupations (Simmons and Rosenberg, 1971). These perceptions of the prestige of various occupations were similar for white middle-class children, for working-class children, and for black children. Boys and girls of about the same age have also made decisions about the appropriateness of higher status occupations for themselves. The more prestigious a boy of this age considers an occupation to be, the more likely he is to prefer it, while a girl's occupational preference is not directly related to her perception of its prestige (Barnett, 1973).

Other studies show that young boys and girls have adopted current cultural norms about the types of occupations that men and women fill and that they expect to fill when they grow up. For instance, Kirchner and Vondracek (1973) asked six- and seven-year-olds what they would like to be when they grew up. Girls named many fewer occupations than did boys, with many girls indicating that they wished to be mothers and no boys mentioning father as their adult occupational role. When asked what they expected to be, girls more often than boys were at a loss to suggest another occupation. Even the one girl who had wanted to be a doctor replied that she expected she would have to be something else, such as a saleslady. These sex differences were apparent for both black

specific adult occupations they wished to hold than were white children.

Looft (1971) and Nelson (1968) also report sex-stereotyped occupational choices among children as young as first and second grade. As in the Kirchner and Vondracek study, boys chose many more occupations than did girls (18 versus 8) and were more able to suggest a second occupation as the one they expected to hold (Looft, 1971). In contrast to Kirchner and Vondracek, Nelson (1968) did not find differences in the occupational wishes of black and white children. Moreover, "advantaged" black children showed a stronger orientation toward upwardly mobile and professional occupations than did disadvantaged blacks or advantaged and disadvantaged whites.

These studies all suggest that young children have a considerable awareness of the world of work and that this understanding reflects the current, often stereotyped, status of that world. It is not possible to predict with any certainty whether this understanding changes as children mature or as the world changes. Nor do we know where children acquired their understanding. These are both critical issues in evaluating the options open to us to extend the range of occupations that children will aspire to and to equalize the options open to all segments of society. ...

Early Influences on Career Awareness

There have been attempts to specify the importance of various agents in determining children's occupational choices. These, too, have usually focused on adolescents and young adults. Together they suggest that live models are most influential in determining occupational choice (e.g., Pallone, Richard, and Hurley, 1970). Thus, most respondents list their parents (usually the same-sex parents) as the ones they believe are most responsible for their career choices (Pallone, Hurley, and Richard, 1973; Rickard, and Hurley, 1970; Peters, 1941; Steinke and Kaczkowski, 1961). The second source perceived as most responsible is usually someone holding the specific occupation the respondent

has chosen (Pallone, Nickard, and Hurley, 1970). Schools, teachers, books, and catalogues are generally not cited as influential sources of information. Although researchers have not usually inquired into the role of television in establishing career orientation, the ubiquity of the medium and its capacity for presenting seemingly live models make it reasonable to investigate the role it could play in the development of career orientations. ...

While there is value in knowing how each source of influence operates (how, for example, do different families effect career decisions in their children), we must begin to discover how various influences combine to build career awareness. This latter view more accurately reflects the child's experience as he or she matures and provides practitioners with potentially more powerful methods of influencing children.

While we know very little about the effects of combinations of influence upon the development of career awareness, we can imagine that they are particularly important. For instance, some children will be exposed to many adult occupational role models. For them additional information from teachers, books, and television may be easily accepted and integrated into their existing framework of occupations they might consider. On the other hand, those children who have less immediate experience with adult workers may find it difficult to accept or utilize information that comes from these secondary sources. They may need a combination of live role models, instruction, work experience, and mediated models to form an adequate impression of the range of occupations available to them.

Internal Influences on Career Orientations

The discussion thus far has focused on the development of career awareness and those influences on it which are external to the child. It is likely that there are also influences which are largely internal, such as personality characteristics and conceptions of appropriate sex-roles and race-roles. For

example, those children who conceive of themselves as appropriately assertive, physically active, and manipulative would logically find the requirement of some occupations more compatible than others with their self-concepts. Accurate self-appraisal and direction into compatible occupations are desirable goals in the development of career orientations. To the extent, however, that self-concept is stereotyped by one's sex or race, one's occupational orientation may be similarly stereotyped. Where this occurs, the study of career development dovetails with the study of the development of sex-roles and race-roles. Attempts to alleviate stereotyping in one should be reflected in less stereotyping in the others. Thus, where possible, one would want to consider the influence of sex-role and race-role development on the development of career orientations.

The City or Town

Institutions:

Focus upon various kinds of places which are necessary within a community:

- a place to live
- a place to eat
- a place to have things repaired
- a place to buy food
- a place of entertainment, e.g. movies, circus
- a place for medical care, e.g., hospitals, clinics

We could possibly use stop/action film to condense the experience of visiting a hospital, circus, etc.

Commonalities of Children's Games:

Tag
London Bridges
Circle Game - people in and people outside the circle
Hide & Seek
Marble, stone or bread games

This topic offers an opportunity to show the countryside of different countries as well as different areas within a country. For instance, we could show children hiding behind coconut trees, palm trees, igloos, barns, suburban bushes, fences, garages, garbage cans, etc.

Dances:

Traditional dances of many different countries are similar across cultures. Focusing upon such activities provides another opportunity to facilitate the child's awareness of different lands.

Musical Instruments:

We could focus upon the cross-cultural similarities and differences of various musical instruments - e.g. drums, flute, stringed instruments, etc.

The Family and the Home

1. Focus upon activities which families in different cultures have in common:

   Eating together
   Playing together
   Pioneering together
   Celebrating birthdays

2. Show that the construction of houses varies in different cultures. For instance, some walls are made of plastic, others of rice paper, and still others of strings of beads.

3. Show that clothing varies in accordance with location and climate.

4. Involve an extended family - Gordon's grandmother, Susan's cousin, a niece or nephew. All families have in-law relationships. Display pictures of relatives in the home.

   Show Susan and Gordon doing considerate things for each other, like Susan baking Gordon his favorite cake and Gordon polishing Susan's shoes. Show Susan enjoying doing something nice for Gordon because she likes to make him happy and vise versa.

The Neighborhood

Community problems - bringing the neighbors together

A fire in the neighborhood:
Neighbors taking care of the homeless family,
Donating food
Helping them find a new apartment

A neighbor gets sick:
Someone babysits
Someone cooks dinner for the family

A flood (can be done from inside apartments)

Blackout - electricity goes out, using candles, telling stories in the dark, discovering entertainment as it was in the days before electricity

No heat - leave oven door open, write to landlord, organize, etc.

Street cleaning party

Social Groups & Institutions

The City or Town

Institutions:

Focus upon various kinds of places which are necessary within a community:

- a place to live
- a place to eat
- a place to have things repaired
- a place to buy food
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Social Attitudes

Suggested topics:

1. Teach the young child how to resolve his conflicts without yelling. One good way is to explain to the person that you are angry with him and why you are angry with him.

2. Kids argue very often over accidents. Whose fault it is. Should resolve this with the fact that an accident is nobody's fault.

3. Focus upon problems involving the child's responsibility to others:

   - to brothers and sisters: taking care of younger sibling.
   - to parents: telling parents where you are going.
   - to peers: leaving other children alone sometimes.
   - to environment: not picking flowers so others can enjoy them; not throwing litter; picking up one's belongings; taking care of pets and community property.

4. Present negative consequences of lying and stealing. Stress feelings of the short changed person.

5. Children should learn that each person has certain social rights and obligations. Could focus upon such aspects as:

   - realizing that certain things interfere with the rights of others.
   - following through on your part of an agreement (i.e., providing the agreement involves a positive action).
   - not reading someone else's mail.

Differing Perspectives

Suggested Topics:

1. Problems arising from age differences. Three year old is not permitted to go to the movies along, as does his/her older sister/brother.

2. Several children want to sit on adult's lap while he/she reads story. Situation must be resolved since only one or two children can sit on an adult's lap at the same time.

3. A child is shown watching two children argue over something. Child considers in his mind the alternative solutions to the argument.

   Another variation is to show one child resolving a conflict between two others, only to be thrown into the same conflict himself. In this way, he too finds out what it feels like to be in the situation.

   Examples: sharing a chair
   looking through a hole in a fence at a construction site

4. Role playing can be used as an effective technique. For instance, children on street could pretend to be someone else, e.g., one of the muppets. (Note: It may be difficult for children of this age to get the message since this skill comes later in the developmental stage.)

   One way to illustrate differing perspectives and at the same time help children identify with the cast members as individual, is to show cast members reacting in an individual (and consistent) way to a variety of situations. As the children learn about the personal preferences and emotional perceptions of the cast members they should eventually be able to make predictions about how a particular cast member will react in a particular situation.

5. Three children are shown. One says to the other, "I don't like You." Then the third child comes up and says the same thing to the speaker. Thus, the child who made the remark first learns what it feels like to be spoken to in this manner.

6. Focus upon other conflicts between people, e.g., children watching TV always fight over who wants to watch what.

7. Some conflicts can be resolved by simple consulting the appropriate sources of information.

   Example: Kids arguing whether the house around the corner is white or blue. Conflict can be resolved by simply walking around the corner and looking at the house.

8. Project to viewers that there are some conflicts that have no resolution, so that they will be able to realize this when such situations arise and thereby terminate the argument perhaps with, "Well, I guess we'll just never see eye-to-eye on this, so let's drop it."

Differing Perspectives

General Comments:

(1) All problems should emphasize the necessity for seeing things from another's point of view; emphasize the feelings of those doing these things and of the child to whom it's happening.

(2) The problems need not always be followed by a resolution, but alternate ways of viewing the situation should be shown.

Possible Situations:

1. Problem of sharing and/or taking turns, involving such items as...

   - toys
   - roles in game (who is the leader)
   - taking care of pets or community property
   - situations where both parties want to be first

Solutions: Children can...

- Divide items, take turns or play with item jointly
- Learn benefits of borrowing and lending
- Engage in practice of dividing where one child does the dividing while the second child gets first choices of pieces.
- Pool his monetary resources with others to buy an expensive toy to be used cooperatively.

NOTE: Two important points should be emphasized: 1) Sharing gives equal opportunity for all to enjoy; 2) Everything does not have to be shared, e.g. a coat.

2. Problem of coping with bullies. Show that various children handle the problem differently.

   - Avoid the bully.
   - Ignore bully and play with another friend.
   - Get friends or sibling older than bully to break up the fight without harassing bully.
   - If bully younger, might realize that a young child doesn't understand when he does something wrong, e.g., takes blocks apart, breaks a toy, etc.

3. Problem of wanting the same privileges as peers. Everyone else's parents allow their children to do something but child in question isn't allowed to do it.

4. Problems involving group consensus. Child wants to play one thing, but group wants to play something else.

   - Child decides to join the group anyway or plays something else.

5. Problem of being different (tolerance of differences. - emphasize the non-uniformity of people in general)

   - Having different looks
   - Having different talents and abilities
   - Having different accents
   - Having different habits
   - Having different desires or aspirations

6. Social problems arising from having inconclusive information. (Perspective should change when new information learned.)

   - Jumping to mistaken conclusions about others on the basis of incomplete information
   - Over-generalizing negative first impressions

7. Problems of taking another's point of view. Could use comic juxtaposition of different points of view.

   Ex.: P.1. is using a stack of books as a table leg.
   P.2. enters and walks away with books.
   P.1. runs after shouting, "Come back here with my table leg!"
   P.2. does take, obviously thinking P.1. is short on marbles.

8. Problem of what to do with a broken toy.

   - Show that each child may have a different solution.

Differing Perspectives

Perception

1. Visual Perception

   a. Based on position - Visual perception changes depending on where you are standing and how tall you are, etc.

      Examples - a. Small kid in elevator is surrounded by legs.

      b. Dog coming down the street may look small to adult but large to a child.

      Play guessing game - what is it? Showing common objects seen from different angles.

      Old story about three blind men touching different parts of an elephant and guessing that it's a tree, a log, or a snake. This can be changed so that big people only see one part of an object and guess what it is.

      Use body parts seen from different angles.

      Extreme close-ups of animal skins.

      Have a group of people each of whom has seen a small part of a scene reconstruct the whole by adding their perspectives together.

   b. Based on attention - Different people attend to different aspects of the same object or situation.

      Examples - a. Ten people may witness the same thing, but pick up different aspects of it.

      b. Play game where an object or scene is presented on the screen for short periods of time and then kids are asked questions about it, i.e., what was the boy holding, etc.

2. Emotional perception

   Different people have different emotional reactions to the same object or situation.

   Examples - a. Emotional reactions - fear. Something will frighten one child, but not another, e.g., loud noise, big dog, thunder, strange person, etc.

   b. If you put different people in the same situation, they would have different reactions:

   - A musician moving next door. On the one side the tenants

Differing Perspectives- Possible Approaches

Start off at the child's point of view and then present the opposing point of view in juxtaposition.

a. Begin with a character with whom the child can identify (Ernie) and have this character meet up with an opposing point of view.

b. Begin with character that child identifies and have him obviously take the role of another person.

1. Have Ernie put on a monster costume and see how it feels to frighten people.

2. Have someone put on stilts and see what the world looks like to Big Bird and why he often trips, etc.

Start off with a point of view that is different from the child by having the child pretend he is so and so -

Ex. 1: Problem. It's Oscar's birthday, what do we get him for a gift. Let's pretend we're Oscar. What would we like. Decision - go to the city dumps to get a gift for Oscar because that's what he would like the best.

Ex. 2: Problem. Where to hang a mirror for Big Bird. Decision - the mirror must be hung high enough so Big Bird can see himself without bending down.

Start off with a two person situation in which the first character is totally oblivious to the other person's point of view - show the need of communicating your point of view.

Ex. 1: Child 1 is sitting in front of the TV screen so that child 2 can't see. Child 2 must make child 1 aware of his point of view.

Ex. 2: Character 1 is standing on character 2's feet. Character 2 cries, but this does not communicate his point of view in a useful way. He should ask character 1 if he would like him to step on his foot.

Differing Perspectives

Emotional perception (con't.)

are thrilled. However, on the other side they are very annoyed at the noise.

- New house going up. Could get into what it's like to go to a new neighborhood - exciting to some and frightening to others.

- Going on a trip for the day. One person loves the idea because he gets out of doing something he didn't want to do while another has to give up something he wanted to do.

c. Two boys receive identical boxes as presents. Each imagines it to be what he wants - differing perspectives.

d. New baby comes home - everyone is happy. How does the three or four year old feel in this situation when he gets less attention.

e. The child should be able to take another person's point of view and to understand that person's perspective, thoughts, and feelings:

- Emphasize also the multiplicity of child responses to another person's perspective or feelings. For example, if a playmate feels sad, possible kid responses could include: "I don't feel sad," walking away from the situation, "I am sorry you feel say," trying to make playmate feel happier, asking why, listening, talking about it, etc.

- Use a focal point to concentrate on this problem; e.g., a baseball game. One team is winning and one is losing. One child on the winning team is jubilant over his victory but one can take time to understand how a child on the losing team feels.

f. Project the idea that doing something for another person can make them happy and that in turn makes you happy.

9. Conflicts between children and adults can be treated.

   Example: The adult has done something to upset the child but doesn't realize it. The child cries and pouts by himself until the adult finally finds out and explains that it was an accident.

   Note: Forgotten promises are a source of great disappointment and hurt to young children.

10. Name calling often used by young children. Resolving this situation is very difficult. On suggestion is for the child to explain, "Don't call me that because I don't like it. How would you like it if I did that to you?" However as we all know, kids wouldn't use this technique since it would have no effect on the name caller. Due to social background some children are told to walk away from a situation of this type, while others would be punished by parents if they didn't resolve it, probably by having a fist fight. Therefore, it has been suggested that you avoid the situation on the show.

Differing Perspectives (broadening the child's appreciation of other cultures)

Select a food used by many different cultures that is basically the same:

Stuffed bread or pastry filled with meat:

Hamburger or sandwich, hot dog

Far East - falafel

Mexican - tacos

West Indies - rote

Russia - blini

Europe - blintzes

China - type of dumpling, wonton or dem sum

Puerto Rico - pastelillos

France - crepes

Panama - empanadas

Could show the different types of rice:

Mexican rice

Spanish saffron rice

Chinese boiled rice

Rice & Beans

Could also show pasta in its different forms:

Lunches vary across cultures:

Different containers or lunch pails are used by people of different cultures from which will be taken different types of lunch -

- On a construction site the workers usually use a lunch box, or a lunch stand.
- Workers in a field will either bring their lunch or have it brought to them

Cooperation

Cooperation is rational social exchange for a purpose. It is absolutely essential to make the viewer aware of the motivation for cooperation.

Situations should be presented which show the positive results of cooperation as compared to the negative results of lack of cooperation.

Division of Labor

The motivation for this type of cooperation should be made clear. The viewer should see that all concerned have a stake in the outcome. The situation chosen to illustrate division of labor should be one in which the following criteria are met:

1. Two or more people have a common goal.
2. The accomplishment of this goal requires a particular skill or resource.
3. The goal cannot be achieved as easily by any one person alone.

Example - Two children find a pile of lumber and decide to carry it home to build a tree house. Neither child can carry all the lumber by himself so they divide the lumber and each child carries half.

Combining of Skills

The situation chosen to illustrate combining of skills should meet the following criteria:

1. Two or more people have a common goal
2. The accomplishments of the goal requires <u>two</u> or more special skills or resources.
3. The goal cannot be achieved as easily by one person alone.

Example - Several people on Sesame Street want to build a dog house. Each person is able to contribute a particular skill (painting, hammering, etc.) or resource (hammer, paint, nails, etc.)

Reciprocity

Motivating a child to make reciprocal agreements to cooperate is more difficult than the motivation for division of labor or combining of skills because in many cases the child must postpone his own goal in order to help another. This is particularly difficult for the young child because his concept of time is not yet fully developed and it also requires him to trust another individual to fulfill obligations after that individual's goal has already been achieved.

Cooperation (cont.)

It would be helpful, for this reason, to present situations in which:

1. The reciprocal agreement spans a very short period of time.

2. The goal of each person involved is one which cannot be achieved easily by one person.

3. Occasionally negative aspects of not fulfilling an obligation in the reciprocal agreement are shown.

Example - Susan would like to go shopping but does not want to leave the house because she is expecting the mailman to deliver a package. She asks Oscar to wait for the package and he says he is too busy making his lunch. Oscar then discovers that he needs a missing ingredient from the store but cannot leave his cooking. They finally decide to cooperate. Susan will buy the spinach for Oscar and Oscar will wait for Susan's package.

Situations that call for cooperation:

1. Water fountain - one child holds water on while the other drinks and vice versa.

2. Parade or baseball game - both children are too small to see over the crowd or fence - bigger child holds the other on his shoulders and smaller child describes parade or game, etc.

3. Locked door or gate - Bigger child lifts smaller child so he can climb the fence or climb through the window and unlock the door or gate.

4. Two people in horse costume - must cooperate in order to get anywhere.

5. Two children have dirt or smudge on their faces and no mirror - they clean each other's face or tell each other where the smudge is so each can clean his own face.

6. Two kids want to make money - one kid makes lemonade - one sells it; or one kid buys sugar while other one buys lemons. They divide the profits.

7. Children can teach each other

   a. skills
   b. rules
   c. songs
   d. games

Cooperation (cont.)

8. Children chip in to achieve goal
   a. money for candy movie or toy
   b. clothing for play costumes
   c. equipment for game (gloves, bases, bat, etc.)
   d. clothing for snowman
   e. parts and tools to make a toy (go-cart)

9. Children cooperate to make things

   1. blocks
   2. go cart
   3. mural

10. Children cooperate to get dressed
    a. girls have dresses that button up back
    b. some children need help to tie shoe laces or zip zippers
    c. taking off boots

11. Children cooperate to lift or push heavy objects
    a. furniture
    b. wagon
    c. boxes

12. Two kids holding ice cream cones, and both decide they are hot and want to take off their sweaters. They each struggle with cone and sweater until they decide to cooperate. A holds B's ice cream cone while B takes off his sweater and vice-versa.

13. Two kids rowing a boat. One kid operating each oar.

14. Assembly line.

Can also stress that cooperation is needed by all members of society.

   1. Obeying laws
      What would happen if everyone made up his own traffic laws?

This can be related to kids abiding by rules of a game.

15. Among young children there are many conflicts over ownership regardless of whether the holder actually owns the object.

    Ex.: Two children coloring pictures with crayons; both want to use the same crayon. They resolve conflict by breaking the crayon, suggesting that they take turns or suggesting that one use the crayon while the other colors another part of the picture.

Conflict Resolution

Where there is more than one way of resolving a conflict, you could show two kids resolving a conflict one way and then two other kids settling it in another way.

Many arguments stem from being misunderstood - could have a skit where one child is only English speaking and others speak only Spanish. Then bring a third child in who speaks English and Spanish to resolve the conflict.

Other possible topics include:

(1) Problems of injustice - being blamed or punished for something you haven't done, or having someone else get or take credit for something you did.

Injustice: False accusations

- guilt by association
- guilt by circumstantial evidence

(2) Problems of jealousy

- when a friend plays with someone else
- of mother's or teacher's attention
- of other's belongings
- of other's talents

Machines - ideas for street use

1. Make analogies between body parts and simple machines.

2. Show the wheel principle in: lazy susan, potter's wheel, cart wheel, rolling pin.

3. Luis tries to move some parts into his shop - drags the box several feet with great effort and then discovers how much easier his task is when he puts the box in a wagon, or uses a dolly to transport them.

4. Could use a seesaw to illustrate principles of the lever.

5. Problem solving approach can be used to introduce several simple machines:

   - How does Bob get the laundry off the clothesline without going out of the house to get it? He uses a pulley.

   - Further problem-solving approach applied to carrying packages vs. using a shopping cart.

   - How can we get object x to location y? Solutions to the problem can involve the use of different kinds of machines - levers, wheels, etc.

6. Some everyday objects that might be pertinent to discussion of machines: clothesline, seesaw, tricycle, swing, slide, top, skates, wagon, go-cart, magnet, doorknob, bock, meat grinder, frisbee, paper planes or gliders.

Machines & Tools

- Parts of machines that need care.

- Mechanical advantage (e.g., ways in which machines facilitate production)

- Selecting best tool or best machine for a given job.

Using animals as analogies of various tools.

- Duck's webbed foot compared with swim fins

- Cat's claw compared with pole-climbers goff.

- Bird's wing and airplane's wing

- Beaver's dams and people's dams

- Elephant has hose; fireman has hose

Machines & Tools (cont.)

- Cat's scratchy tongue and dish-cleaning scratchers
- Cow's tail like a flyswatter

Animal/machine analogies:

- Horse and: truck, bicycle
- Animal's backbone and: bridge
- Duck's feet and paddlewheel
- Anteater and: vacuum cleaner

Buildings & Other Structures

- Films would be good to show buildings or houses in various stages of completion
- On street, members of cast could be involved in building some object - a table, workbench, cabinet, etc.

Plants & Animals

Show how animals adapt to their environment and how man uses his brain to adapt to his environment - such examples would combine goals of natural environment with man-made environment.

Example - 1. a. Beaver uses teeth to chop down trees

b. Man uses saw or ax

2. a. Camel stores water in hump

b. man uses canteen

3. a. bear has thick fur coat

b. man has coat made of animal's fur

4. a. fish swimming

b. man in boat or swimming with swim fins

5. a. bird flying

b. man in airplane

Show different kinds of animal homes and different kinds of human homes and indicate how each home is adapted to its environment.

A film could be made on the variety of uses for a tree.

Example - 1. homes for animals
2. wood for human homes
3. fruit
4. shade
5. a place to hang a swing or hammock
6. wood for fire
7. maple syrup
8. paper
9. pretty to look at
10. fun to climb

For an alternative, could show the process of making a tree into a product, starting from the point at which it is cut down. Could also show a series of products made from trees - houses, shelves, wooden toys, furniture, sculpture, etc.

Relate animals to each other in a variety of ways.

1. animals that lay eggs
2. animals that have fur
3. two legged animals (include man)
4. four legged animals, etc.

Night Animals - Owls, bats, etc. - The Bronx Zoo has an exhibit, using special lighting.

Desert Animals and Plants - Cactus, coyotes, camels and their unique use of water - How animals get moisture from plants. How animals blend in with their environment.

Contrasting Environment - Desert - rain forest - glaciers - volcanoes - show the different looks of the land.

Relational Concepts in the Environment - Hot-cold, Wet-dry, Big-little, etc.

How Man & Animals Adapt to Environment - Man carrying canteen in desert, camels in desert. Man wearing heavy clothes in cold climate, animals with thick fur, etc.

Different Climates & Clothing - Sun - sombreros - sun umbrellas - arab head dress, etc. Cold - ski hat, etc. Show astronauts clothing

Planning for Different Environments - Show kids planning what they would need if they were going to the beach, to the mountains, to the desert, to a rain forest.

Environmental Preferences - Have people talking about where they want to live and why.

Ecology

Underlying the presentation made here are the following assumptions:

1. Only a limited set of the many possible ecology goals should be selected in order to provide for a focused and thereby a cumulative effect on the learner.

2. When experimenting in the ecology area, the scope of the experiment should be restricted to formative activities, including, the search for specific objectives which it may be possible to address through the show, and to exploration of various production approaches, and should not extend to the systematic development of related measures or to execution of a summative evaluation.

3. Insofar as possible, treatments of ecology on the show should be obviously identifiable as such from the point of view of the casual adult viewer.

The two major goal headings proposed here are as follows:

A. Form-and function interact

1. The child will recognize that a given situation is unsafe, unsuitable for certain needs or undesirable in terms of aesthetic standards, etc. (what's wrong here? what can we do about it?)

2. Given two sets of conditions for meeting the same human need, the child will select the one more suitable to the need (what's the best way?)

3. Given two sets of conditions which will affect people, the child will prefer that which yields greater peace, happiness, beauty, etc. (what's your favorite place, and why?)

B. Consequences of Peoples Actions (intended, unintended, desirable, undesirable).

1. Given a situation in which environmental circumstances are manipulated to meet a human need, the child can identify one or more unintended consequences of either a positive or negative sort, including effects that are either delayed or hidden.

2. Given an absurd situation brought about by a modification of environmental circumstances, or by a modification of people, the child will recognize some of the consequences of these modifications. (What would happen if...?)

General background and possible topical areas

A. Environmental forms often are malleable, and can be shaped to serve the needs of people. We should emphasize the primacy of function i.e., that the needs of humanity come first, and environment circumstances may be created accordingly. It is also important to emphasize: 1.) the advantages of active planning over environmental determinism, 2.) evaluation of choices and, 3.) creative problem solving. From the negative side it is readily possible to emphasize the forms which fail to meet desirable objectives or which give rise to undesirable patterns of human functioning.

B. When the environment is in any way manipulated by man there are usually several consequences of this action. Sometimes the consequences are immediate and obvious and sometimes they are delayed or hidden. Often one action will have both positive and negative effects. It is important to emphasize the need for identifying as many of these consequences as possible in order to facilitate the most beneficial planning or corrective action.

Limits of Natural Resources

Pollution -

Consequences of carelessness:

A child throws down a soda can, cut to beach covered with cans.

A neighbor turns the TV on too loudly - the whole neighborhood turns on their TV's too loudly - noise pollution.

Follow steps showing how natural environment is spoiled:

Example: Garbage covers are not tight enough, cats knock down cans, garbage strewn over street.

Fish swimming in aquarium. Show how water must stay out overnight to destroy poisonous elements, cut to factory wastes pouring into rivers poisoning fish. Should also juxtapose position consequence if factory took proper precautions.

All pollution segments should end on a positive note. For instance, child starts to throw down soda can but thinks of consequences if everybody does this (i.e. beach covered with cans). He therefore finds a trash can and throws the soda can there instead.

Environmental Planning

Could focus upon community action to plant trees and flowers.

Letters - Matching, Recognition & Labelling

In order for a child to be able to identify a letter he must be able to distinguish it from any other letter. Practice in matching identical letters helps to focus the child's attention on the form of the letter.

Make associations when possible, e.g., the letter S can look like a snake; the letter H can look like a house.

Talk about characteristics of letter shapes.

B has two bumps

C has a piece missing

D has a straight back

E has 3 lines sticking out

G has a place to sit down, etc.

Write lots of different sizes of a letter and explain that though some are big and some are little they are all the same letter, e.g., AaA.

Use both upper and lower case letters.

a. play sorting games using both upper and lower case letters

b. have children match upper and lower case forms of a letter

Note: It is important for the child to be able to recognize both upper and lower case forms of the letters but it is not necessary to always refer to the letters as capital or lower case. It is enough for the child to know that T and t are the same letter.

Letter Sounds

The following is a list of suggestions for teaching some of the symbolic representation goals:

1. Use closeups of people's faces (not muppets) saying letter sounds. It is important for children to see the position of the lips in producing various letter sounds.

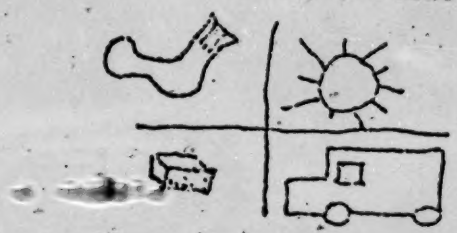
2. Play games which require the child to supply words which start with a particular letter sound.

Example 1: A story of a poem is read to a group of children, but certain key words are missing. The children are asked to supply the missing words and are given the clue that all the missing words begin with a given letter sound.

Example 2: An alternative to the above game is to present the children with two or three pictures of objects that would be equally appropriate to fill the blank in the poem or story and ask the children to pick the one that begins with a given letter sound.

3. Sorting or classification could be done by initial letter sounds.

Example:



Name each picture and ask which doesn't belong. After pointing out that truck does not begin with the S sound "sss," read the three "s" words again and emphasize the S sound at the beginning of the words.

Children should know that each letter has a name and a sound associated with the printed symbol. Letters are used in reading, and each letter tells us to say a sound.

4. In teaching letter sounds, try to use as many memory cues as possible:

a. Associations - S looks like a snake, and a snake says s-s-s-s.

b. Characteristics of - H - makes steam on the window when you say its sound.

c. Key Words - Sometimes one word could be associated with the letter; ex.: d-dog, c-cat (balloon bits).

(The above guidelines were originally disseminated to Sesame Street Production on 1/14/71 by Sesame Street

Letter Sounds

Listen to words beginning with h.

1. Show picture of house with h printed in both upper and lower cases.

2. Children (teacher) pronounce name of letter - sound of letter - word house and other words beginning with h - hat, hit, hose.

3. Use riddles to suggest other words beginning with h:

   a. You have two of them at the end of your arms - hands.
   b. It's made of dirt or rock and you can climb it - hill.
   c. You do it when you go up and down on one foot-hop.

*4. Pronounce groups of four words - three of which begin with h - and have kids clap or call out to indicate the one that does not begin with the sound being taught.

   Example: a. hat - hit - miss - hope
   b. fake - hose - here - him
   c. have - card - help - hero
   d. hot - hall - head - bear

After presenting each group, the printed words could be presented so the child can see the relationship between the printed and spoken representation. Point to the h in each word as you pronounce it. Then indicate that the fourth word does not begin with an h (it is not necessary to say what letter it does begin with - just say "hat - hit and hope all begin with an h" (point to the h in each word), "but miss does not begin with an h."

Play the sorting game with words beginning with the same letter sound.

Vowel Sounds

When teaching vowel sounds, concentrate on the short sound used in the initial position in words.

Aa - apple
Ii - Indian
Oo - octopus
Uu - umbrella
Ee - elephant

*The same auditory discrimination games can be played using shor vowel sounds in the initial position in words.

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Tactile Discrimination - Cross Modal Discrimination (cont.)

Example:

1. Could get across the idea that touching is nice and not something to be afraid of.

2. Could use street characters to show how one solves a problem involving tactile discrimination. For instance, a street character could be faced with a problem in which he has to match an unknown object in a box with a picture of that object. The home viewers could be shown the object so that they would be in on the secret. The street character could then solve the problem by comparing the characteristics of the two objects - ie., shape, number of size, whether object is soft or hard, rough or smooth, etc.

Letters and/or numbers used as embedded figures should appear only in the upright position. They should not be turned sideways, backwards, or upside down, since in these positions they no longer represent the same things. Other figures, such as geometric forms, animals, or faces, may appear in any position.

Sound Identification

Sight and sound used to discriminate things. For example, the sounds of things that splash in water - pebble, space capsule (the differences between the splash of a large object to the splash of a small light object); the sharp sound of a twig being broken; the sound of a thing breaking - glass cracking, etc.
Could use the sound library for this.

Sounds of the house - telephone, door bell, intercom, kettle, showers, faucet, soup boiling, coffee perking, bacon frying, etc.
Street sounds - muppets have done quite a lot of this.
Office sounds, airport, farms, etc.
Could hear a sound and have the kids guess what it is.

Sounds are softer far away and louder when closer. "Minomina" does this also. Could be done with sirens, cars, trains, parades bands, etc. Trains - pitch get higher as get closer.

How to tune things in - increase and decrease the sound. Has been done with a button on Ernie with which to tune him in and out. But could be done with bullhorn, shells, earhorn, etc.

Sound of instruments - high/low, loud/soft:
Sounds made with hands - clapping, snapping fingers, tapping, fingers slapping leg, finger flicking, knocking with knuckles, punching with fist, etc. A similar examples has been done with the penguin who taps out sounds with his feet. You could also focus upon the varying sounds produced by the human feet.

Relational Concepts

1. Qualitative Relationships
   Same/Different

2. Size Relationships
   Big/Bigger/Biggest

   Small/Smaller/Smallest

   Short/Tall

3. Quantitative Relationships
   None
   Some
   More
   Most
   All
   Less

4. Positional Relationships
   Under, Over, On, Through, Around, Next to, First, Last, Up, Down, Beginning, End

5. Distance Relationships
   Near, Far, Close to, Away from

6. Temporal Relationships
   First, Last, Before, After, Next, Beginning, End

Conceptos de Relación

1. Relación de Calidad
   Mismo, Misma, Mismos, Mismas/ Diferente; Distinto, Distinta, Distintos, Distintas

2. Relación de Tamaño
   Grande, Grandes/ más grande, más grandes, mayor/ el más grande, la más grande, los más grandes, las más grandes

   Pequeño, Pequeña, Pequeños, Pequeñas/ más pequeño, más pequeña, más pequeños, más pequeñas/ el más pequeño, la más pequeña, los más pequeños, las más pequeñas

   Bajo, Baja/ Alto, Alta

3. Relación de Cantidad
   Ninguno, Ninguna, Ningunos, Ningunas
   Alguno, Alguna, Algunos, Algunas
   Más
   La mayoría
   Todo, Toda, Todos, Todas
   Menos

4. Relación de Posición
   Debajo, Sobre, Encima de, a través de, Alrededor, Junto a, Primero, Último, Arriba, Abajo, Principio, Fin

5. Relación de Distancia
   Cerca, Lejos, Cerca de, Alejado de

6. Relación de Tiempo
   Primero, Último, Antes, Después, Siguiente, Principio, Fin

Classifying

Animals (either live or on film) can be used in classification games:

1. Group animals according to their physical characteristics,
i.e., all animals that have fur
all animals that have hooves
all animals that have feathers
all animals that have scales
all animals that have two legs
all animals that have four legs

2. Group animals according to where they have their homes,
i.e., all animals that live in water
all animals that live on land
all animals that live in trees
all animals that live in jungles
all animals that live on farms

3. Group animals according to whether they are wild or domesticated

   a. farm animals and jungle animals
   b. zoo animals

4. Group animals according to what they eat:
carniverous, herbiverous, omniverous

5. Group animals according to whether they are native to America or have been introduced in zoos and circuses.

6. Group animals according to size (in reference to the four-year-old child, and in reference to each other).

7. Group animals according to their relationship to man:

   1. work animals
   2. food animals
   3. pets
   4. pests

Emotions

Happiness:

A 'package from home" is received. This device could be used to introduce and explain cultural foods and objects and Spanish dialogue. Person is happy to have received item.

Child (or muppet) learns word or expression in English or Spanish.

Child needs directions. Can't speak English. Eventually communicates with Spanish-speaking person who can help him. Can also do a bit by reversing situation where child helps someone in a similar situation.

Child finds someone to translate a word, concept or expression, directions, into English and/or Spanish.

Character is happy because a relative whom he has not seen for some time has come to visit him.

Children laughing - enjoying song, game, pet, gift, food, etc.

Sadness

Character is sad because he cannot find a Spanish greeting card.
Ex. Valentine, birthday, Mother's Day, Father's Day, etc.

Character is sad because he cannot get some particular good or cultural item.

Character is homesick for ex: food, music, activities, environment.

Fear

Spanish-speaking child lost in crowd. Meets bilingual person.

Child going to the barber shop.

Pride

Bilingual child feels proud when he helps an adult or one of his peers communicate with a non-Spanish or English speaking person.

Child feels proud because he can translate letters, messages, expressions, help decode a message, give directions through the use of English and/or Spanish.

Realizing that both languages are functional and self-sufficient.

Angry

Person becomes upset because he/she cannot communicate some word or concept in English or Spanish.

Roles and Functions

Show the child that his father can also be an uncle, a son, a godfather, etc. This can serve as a means for introducing the extended family concept.

Certain occupations are more prevalent among the parents of the children we are trying to reach. Appropriate responsibilities and functions pertaining to certain roles can be discussed and described and/or portrayed.

A visit to a relative. For example: grandparents. Show extended family relationship (godparents, uncles, cousins, and aunts); dwellings (homes in the barrios-exteriors and interiors).

Social Groups and Institutions

The Family and the Home

Children and family engaged in different activities. Such as older child helping younger child.

Show family at dinner time. Planning or preparing some part of the meal.

Family at outing (enjoying nature)

Show different dwellings which serve as home.

Show how children can be helpful to other members of the family.

Example: Older child baby-sits for younger sister or brother. Show family members performing different chores.

The Child and His Powers

Practice

Learning to use telephone. Perhaps dialing operator or other numbers.

Remembering - Segments could be shown in which the Spanish child remembers:

1. A visit to a relative - e.g., grandparents. Show extended family relationship (godparents, uncles, aunts, cousins); dwellings.

2. A visit to a farm. Show various occupations associated with farm work such as truck driver, irrigator, harvester. Can also show farm equipment - tractor, shovel, hoe, etc.

3. A visit to another city or another part of town; a new friend that was made there; new things learned from experience.

4. A visit to a birthday party. Could focus upon foods, fruits, decorations, gifts, toys, Spanish birhtday cards, games, songs, expressions.

5. A vacation or similar outing. Reflect the environment, pets, musical instruments, dwellings, games, songs, expressions of the Spanish speaking cultures.

6. A visit to a latin bakery, a bodega (tienda-store).

7. A song or game which he can teach to others.

Imagination

Riding a broom and imagining child is a vaquero (cowboy), or charro. Costume and following articles can be shown: espuelas (spurs), botas (boots), sombrero (hat), lazo (lasso), guitarra (guitar), riato (whip).

Spanish muppet(s) in bathtub, imagines he's scuba diving, deep sea diving, or an astronaut.

Imagining: How does it feel to be a fish, a bird.

Social Groups and Institutions

The City or Town

Begin with what is familiar to the child's experiences. Use as point of departure and refer to such places as:

the bodega (tienda - neighborhood corner store), where a variety of things can be bought.

the airport - where relatives and new arrivals are met, gifts are presented, greetings or farewells are exchanged.

the mercado - market place - almost anything can be sold at the mercado.

the missions - places of historical significance to visit.

the plazas - the city square.

Lunchtime, dinnertime - children can bring different foods, fruits, etc., to make up a meal. The diverse foods will show different foods of various groups.

Adults shown playing different table games in street or park, or beach - dominoes, bingo, checkers, chess.

Peeling oranges or other fruit, orange vendor interacting with children.

A visit to another city or another part of town. A new friend made there, new things learned from experience.

Recalling a vacation or similar outing. Reflect the environment, pets, musical instruments, dwellings, games, songs, expressions of the Spanish-cultures.

A visit to a farm. Show various occupations associated with farm work, such as truck driver, irrigator, laborer, machinery-tractor, harvestors, hoes, shovel, etc.

A visit to a Latin bakery, the barbershop, the bus terminal.

A child is remembering a song or game. She/he receives a record (which is Latin music) and plays it in the "fix-it shop" for all to hear. If it's a game, he can teach it to others.

Social Attitudes

Helpfulness -

Child can give directions and help translate.

Child can help repair a broken toy, help mother baby-sit.

Generosity -

Character can share perhaps some cultural objects with someone else. Foods, toys, games, clothing etc.

Can also share letters and gifts sent to him from far away.

Example:

Social attitudes can be learned and enhanced by providing activities and situations where child participates. A fiesta, a birthday party, taking part in bringing a dish which makes up part of a meal, or contributing paper, paints or a brush to make a painting.

Social attitudes are also developed by meeting and interacting with people in places such as the airport (Puerto Rican arrivals), art exhibits, school potlucks and bazaars, dances, games.

Social Groups and Institutions:

Neighborhood

Child goes with an adult to open market (mercado libre). An English-speaking child can accompany them. The bilingual child can explain to him the different fruits, vegetables, foods, clothing, artifacts, etc.

Children going to day-care center, "La Escuelita" - being greeted by teachers inside.

Children having a meal at "La Escuelita". (School)

Vendors. Selling heavy iron pots or hand painted pottery, bird cages, snow cones, tamales, chicharrones, vegetables in horse-drawn carts.

A visit to a birthday party.
(foods, fruits, decorations, gifts, toys, Spanish birthday cards, games, songs, expressions).

Differing Perspectives

1. Different people see things in different ways.

   Example: given, or shown a picture of a cowboy a Chicano child may identify a charro, or other objects such as a guitar, chapas (chaps), espuelas (spurs), riata (whip), while an English speaking child may identify other objects of cultural significance to him/her.

2. A character can teach a short lesson on differences. By parodying a situation or story he can explain why some people see things differently because of language and culture.

3. Encouraging curiosity about others.

   What's it like to be them?
   How's that different from being me?
   How does it feel to be discriminated against?
   How does it feel to be able to speak Spanish?

   How does it feel to be left out (of a game, a song, etc.) because you can't communicate in English?

   How does it feel to have different color skin, hair, etc.
   How does it feel to wear clothes which are different or are not as nice as other children's clothing?

4. Have muppet or other character see how it feels to speak Spanish.

5. Have Oscar or other muppet put on Spanish clothing article or costume. For instance, a muppet could see how it feels to be a mariachi.

Differing Perspectives

1. Use different and culturally identifiable musical instruments such as maracas, marimba, guitarra, claves, guiro, harp, cuatro (a type of guitar), bongos, congas, timbales. Show different types of music, tempos and where they come from.

   Show different foods: Ex: (tacos, tamales - Mexican), (pastelillos, alcapurrias - Puerto Rican)
   fruits: Ex: mangos, guayaba, coco, piña
   clothing : Ex: embroidered and colorful blouses, shirts, belts. Yarn woven capes, zarapes, vests, shawl.

2. Introduce and explain different cultural items and the Spanish language to show that different perspectives arise as a result of these. (see indexes for specifics)

3. Don't dislike someone because he's different.

   Example:

   Child speaks a different language - Spanish

   - child eats different kinds of foods.
   - child can't pronounce English words correctly or does not know certain words. Have children explore ways to help him and to communicate.

4. Awareness of other's feelings

   1. Child may be mad, or frustrated because he cannot speak (communicate) in English. Try to contrive a situation where second child (or muppet) is sensitive to the problem and attempts some solutions.

   2. Storekeeper is aware that child can't speak English. He tries to assist child and understand what he wants after minimal dialogue and/or sign language.

   For example: Child points to some object, can use hands to indicate the number he wants.

5. People hold different perspectives and have different roles.

   The extended family can be introduced here.

   Example: a godmother is also a mother to another child. She is also a sister, an aunt etc. Similar with the godfather. His/her responsibilities and roles can be alluded to. Also a close family friend may be shown as part of the extended family.

A father can be a mechanic, a doctor, a janitor, or a clerk. He is also a father, an uncle, etc. A similar treatment can be done with the various roles which a mother plays. Introduce occupations which are familiar to target children, as well as those which are unfamiliar.

Cooperation

Children cooperate to clean street in "el barrio" or on SESAME STREET.

Children cooperate to beautify their block; they paint the trash cans in their neighborhood.

They cooperate to paint a mural on an outside wall, to rake leaves, pick up paper and other trash.

Children or muppet or other character cooperate to teach one another how to play with the balero, the guitar.

Children cooperate in situations needing translator.

Children cooperate to sell lemonade on a hot day.

Children want to buy something, perhaps a cultural item. Both put their money together and share what they bought. x. taco, cuchifrito.

Characters cooperate to make a Chicano or Puerto Rican dish. (see indexes).

Characters figure out how to carry a lunch pail which is too heavy for either. (Some Spanish lunch pails are large). A pail of water.

Children or other characters can cooperate to identify different objects in English and Spanish. You can make a game of this.
x. toys, cowboy gear, foods, fruits, vegetables.

Children can cooperate to:

(1) decode message in Spanish and in English.

(2) Identify words beginning with a given letter - in English and in Spanish.

(3) To identify letters of the alphabet.

(4) To retrieve a message which is perhaps in a bottle.

Children cooperate by bringing different dishes for a party or a meal.

Children can be shown contributing different parts for a game.

Cooperate to help Luis make something at the Fix It Shop. Ex., a pinata, a scare crow, a kite.

Cooperate to make a gift for someone!

- A Mexican leather purse.
- A Spanish greeting card.
- A pinata.
- A Spanish piggy bank, (a tray, clay and paints needed).
- A Mexican blouse, a shawl

(See indexes for specifics for all of the above).

Machines and Tools

potter's wheel - Mexican and other spanish speaking artifacts - clay piggy banks, dishes, jugs, platters.

spinning wheel - weaving blankets, zarapes, clothing.

Tortilla press

Molcahete - mortar and pestle; metate - used for grinding.

Wooden plow as contrasted to tractor, hoe, shovel.

Fruit and vegetable peelers and cutters.

Tomatoe picking machines.

Buildings and Other Structures

Show different dwellings which serve as homes.
Single unit dwellings as opposed to urban multiple apartment dwellings.

Different materials used in the construction of homes can be introduced.
Ex. wood, stucco, brick, adobe, tile roof, shingle, cement.

Social Attitudes

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Quality of the Environment

1. Irreversible change:

Show the cutting or burning of beautiful redwood forest, the erosion which ensues due to loss of vegetation and productive land.

2. Interrelatedness and limits of natural resources:

Show a person building a house and cutting down of trees. Person realizes that the house is no longer in woods because he has cut all the trees.

Show shelter which can be provided from sun and wind by various plants and trees.

3. Interrelatedness:

Show the relationship between animals and vegetation. The kind of animals live there, their dependence on food and our dependence on animals.

Examples:

Snakes eat fly, birds eat worms, cows eat grass and people consume milk.

Pollination of flowers by bees.

Pollination of date palms by alternating the planting of male and female palms.

Fish feed on plants and create oxygen.

4. Teach concept of "open and close" with flowers (and "short and tall").

Pumpkin flower
Morning Glory
Hybicus

5. Teach concept of "few and many" with flower petals.
Ex: Using a daisy, rose, or other flower, gradually remove petals to illustrate the concepts of few and many.

Quality of the Environment (cont'd)

6. Use plants and their environment to teach word concepts.

Seaweed - grows in water.
Water lilies - grow over the water.
Carrots - under the ground.
Watermelons - grow over (on) the ground.
Oranges - grow on trees.
Plants - grow on rocks. (ex. moss, ferns)

7. Match words with visual objects such as trees, papaya, coco, tomatoes, avocado, oranges, bananas, mangos.

Relational Concepts

1. Qualitative Relationships
   Same/Different

2. Size Relationships
   Big/Bigger/Biggest

   Small/Smaller/Smallest

   Short/Tall

3. Quantitative Relationships
   None
   Some
   More
   Most
   All
   Less

4. Positional Relationships
   Under, Over, On, Through, Around, Next to, First, Last, Up, Down, Beginning, End

5. Distance Relationships
   Near, Far, Close to, Away from

6. Temporal Relationships
   First, Last, Before, After, Next, Beginning, End

Conceptos de Relación

1. Relación de Calidad
   Mismo, Misma, Mismos, Mismas/ Diferente; Distinto, Distinta, Distintos, Distintas

2. Relación de Tamaño
   Grande, Grandes/ más grande, más grandes, mayor/ el más grande, la más grande, los más grandes, las más grandes

   Pequeño, Pequeña, Pequeños, Pequeñas/ más pequeño, más pequeña, más pequeños, más pequeñas/ el más pequeño, la más pequeña, los más pequeños, las más pequeñas

   Bajo, Baja/ Alto, Alta

3. Relación de Cantidad
   Ninguno, Ninguna, Ningunos, Ningunas
   Alguno, Alguna, Algunos, Algunas
   Más
   La mayoría
   Todo, Toda, Todos, Todas
   Menos

4. Relación de Posición
   Debajo, Sobre, Encima de, a través
   Alrededor, Junto a, Primero, Último
   Arriba, Abajo, Principio, Fin

5. Relación de Distancia
   Cerca, Lejos, Cerca de, Alejado de

6. Relación de Tiempo
   Primero, Último, Antes, Después, Siguiente, Principio, Fin

INDEXES

SPANISH EQUIVALENTS FOR WORDS FOUND IN THE STATEMENT OF INSTRUCTIONAL GOALS FOR THE 4th SEASON OF "SESAME STREET"

II. Symbolic Representation

C. Geometric Forms

circle - círculo
triangle - triángulo
square - cuadrado
rectangle - rectángulo

III. Cognitive Organization

B. Relational Concepts

1. same/different
   igual/diferente, distinto

2. Size Relationships

   big/bigger/biggest
   grande/más grande/el más grande

   small/smaller/smallest
   pequeño/más pequeño/el más pequeño

   short/tall
   bajito/alto (referring to persons) (1)

3. Quantitative Relationships

none	- ninguno (a)	(2)
some	- alguno (a)	(3)
more	- más	
most	- la mayoría de	
all	- todo (a)	(4)
less	- menos de	(5)

Footnotes:

1. translation varies depending on objects referred to.
2. ningunos, ningunas (fem. plural)
3. other forms depending on antecedent, algún, algúnos, (masculine plural),
4. todos (masculine plural), todas (feminine plural)
5. Menos que - (less than)

4. Positional Relationships

under	debajo de (if term precedes an object); "under" by itself is "por debajo".
over	encima de, sobre (if term precedes an object); "over" by itself is "por encima".
on	en
through	através
around	alrededor de
next to	al lado de
first	primero (a)
last	último (a)
up	arriba
down	abajo
beginning	comienzo, principio
end	fin, final

5. Distance Relationships

near	cerca
far	lejos
close to	cerca de
away from	lejos de

6. Temporal Relationships

first	primero (a)
last	último (a)
before	antes (de)
after	después
next	próximo, siguiente
beginning	principio, comienzo
end	fin, el final

C. Classification

1. Sorting

a.	size	tamaño
b.	form	forma, figura
c.	function	el uso de
d.	class	clase
e.	quantity	cantidad

Conversational Terms

hola	hello
adíos	good-bye
buenos dias	good morning
buenas tardes	good afternoon
buenas noches	good evening, good night
¿Cómo estas?	How are you?
Bien gracias	Fine, thank you.
por favor	please
gracias	thank you
de nada	you're welcome
felicidades	congratulations (also used for Xmas and birthdays).
perdón, perdóname	excuse me
Lo siento mucho.	I'm very sorry.
auxilio	help
socorro	Help!
peligro	danger
pare	stop

Lists of words and phrases for "Sesame Street"

Ven aca.	Come here.
Abre la puerta (caja).	Open the door (box).
Cierra la ventana.	Close the window.
Entra por aquella puerta.	Come in through that door.
Sal por esta salida.	Leave through this exit.
Apaga la luz.	Turn off the light.
Prende la lampara.	Turn on the lamp.
Esperama un momentito.	Wait for me a minute.
Dale un beso.	Give him (her) a kiss.
Señala el ojo.	Point to the eye.
Voy a la tienda.	(I am going) I go to the store.
Ella va a la farmacia.	She goes to the drugstore.
Ella (el) habla espanol (ingles).	She (he) speaks Spanish (English).

Verbs

Yo soy grande.	I am big.
un niño, muchacho; una nina, muchacha	A boy, a young man; a girl, a young woma
pequeño	small
El es (Ella es) guapo (a)	He is handsome or she is pretty.

Animals - Birds

cabra, chiva -	goat
cabrita, cabrito -	young goat
gallo -	rooster
gallina -	hen
pollito -	baby chick
conejo -	rabbit
pato -	duck
becerro -	calf
burro -	donkey
puerco, marrano, cochino -	pig
paloma -	pigeon
grillos -	crickets
perro -	dog
gato -	cat
tortuga	turtle
canario	canary
cotorro (a), loro	parrot

Foods

leche	milk
queso	cheese
helado	ice cream
frutas	fruits
naranja, china (P.R.)	orange
piña	pineapple
manzana	apple
pera	pear
mango	mango
guayaba	guava
coco	coconut
guineo (P.R.), platano (Mex.)	banana
guanabana ; guenepa (P.R.)	soursop
uvas	grapes
melon	melon
sandia	watermelon
papaya	papaya
carne	meat
pollo	chicken
pescado	fish
pan	bread
mantequilla	butter
huevos	eggs
carne de cerdo	pork meat
verdura	vegetables

Tengo

Tengo _____ años.

- coraje
- alegria
- hambre
- sed
- sueño
- pena

Estoy triste.

Estoy alegre (contento).

Estoy sentado.

Estoy cansado.

Te amo.

Te odio.

Te quiero mucho.

Me tienes loco.

Dame un beso.

Veo con los ojos.

Oigo con los oidos.

Me duele la cabeza.

" " el brazo.

" " la pierna.

Tocate la mano.

" el dedo (los dedos).

" el pie (los pies).

I am _____ years old.

angry

happy

hungry

thirsty

sleepy

sad

I am sad.

I am happy.

I am sitting.

I am tired.

I love you.

I hate you.

I love you very much.

I am crazy about you.

You are driving me crazy.

Give me a kiss.

I see with my eyes.

I hear with my ears.

I have a headache.

My arm hurts.

My leg hurts.

Touch your hand.

Touch your finger (s).

Touch your foot (feet).

Señala tu ojo.

" la oreja.

" la boca.

" la nariz.

" el pelo.

¿Qué hora es?

Son las doce del medio dia.

Es media noche.

Es hora de almorzar

" " " cenar.

" " " desayunar

Hoy es _____

lunes, martes, miercoles.

jueves, viernes, sábado, domingo

Los ojos son para ver.

Los oidos son para oir.

La boca es para comer (hablar).

La nariz es para oler.

La cabeza es para pensar.

Los dedos son para tocar.

Los manos son para recoger.

Los brazos son para abrazar.

Los pies son para pararse.

Las piernas son para caminar.

Point to your eye.

" " " ear.

" " " mouth.

" " " nose.

" " " hair.

What time is it?

12 noon

midnight

It is time for lunch.

" " " " supper.

" " " " breakfast.

Today is _____

Monday, Tuesday, Wednesday,

Thursday, Friday, Saturday, Sunday

The eys are for seeing.

Ears are for hearing.

The mouth is for eating (speaking).

The nose is for smelling.

The head is for thinking.

The fingers are for touching.

The hands are for picking up.

The arms are for hugging.

The feet are for standing.

The legs are for walking.

Tengo cinco dedos.	I have five fingers.
Hace frio.	It's cold.
Tengo frio.	I'm cold.
Hace calor.	It's warm.
Tengo calor.	I'm hot.
Está frio.	It is (something) cold.
Está caliente.	It is hot.
Está lloviendo.	It's raining.
Está nevando.	It's snowing.
Está tronando.	It's thundering.

tomates	tomatoes
papas	potatoes
zanahoria	carrots
remolacha	beets
maiz	corn
lechuga	lettuce
berro	watercress
aguacate	avocado
chicaros, quisantes	peas
frijoles (P.R.)	black eye peas
" (C)	beans
habichuelas (P.R.)	beans
arroz	rice
sopa	soup
postre	dessert
torta, pastel, bizcocho	cake
galletitas	cookies
naspadas (C), piraguas (PR)	snow cones

(Mex., P.R.,S.A. dishes	(Mex., P.R., S.A. dishes)
tortillas (Mex., S.A.)	lechón asado (Mex, PR, SA)
Chile (Mex)	chicarrones)Mex, PR, SA)
carnitas (Mex)	arroz con pollo (Mex, PR, SA)
enchiladas (Mex)	pastiles (Mex, PR, SA)
tacos (Mex)	paella (universal Spanish dish)

tamales (Mex)

burrito (Mex)

atole (Mex)

guacamole (Mex)

alcapurrias (P.R.)

bacalaito (P.R.)

pastelillos (P.R.)

pionono (P.R.)

cuchifritos (P.R.)

arroz con habichuelas

" " gandules

JUEGOS

GAMES

El Patio de Mi Casa"

"Togue de Corneta"

"La Caraquena"

"Sansereni"

"La Carbonerita"

"Al Alimon"

"Al La Vibora de La Mar"

"Doña Ana"

"Mambru"

"Las Cortinas de Mi Alcoba"

"Ambos a Dos"

"La Pastora"

"La Cojita"

"Brinca La Tablita"

"Que Llueva"

"Arroz Con Leche"

"La Cebollita"

"A Los Encantados"

"Candela"

"Naranja Dulce"

"Doña Blanca"

Veo, veo"

"London Bridges"

"It's Raining, It's Pouring"

"Tug of War"

Instrumentos Musicales	Musical]
marimba	
guicharo	
maracas	
palitos, claves	
guiro	gourd
castañuelas	castanets
pandereta	tambourine
bongoses	bongos
congas	conga
timbales	
ocarina	
flauta	flute
trompeta	trumpet
tuba	tuba
cuatro tipple requinto guitarrón	variations of the guitar . . . different sizes and number of strings
guitarra	guitar
violin	violin
arpa	harp

JUGUETES	TOYS
balero	marbles
canicas, bolitas, bolones (PR)	top
trompo	roller skates
patines	kite
papalote, (Mex.), Chiringa or cometa (P.R.)	ball
pelota, bola	bicycle
bicicleta	doll
muñeca	balloon
globo, bomba	baseball bat
bate de beisbol	" glove
guante de beisbol	catcher's mask
careta " "	yoyo
yoyo	

Different Terms for the Same Thing

English	Mexican	Other P.R. and Spanish Terms
kite	papalote	chiringa, cometa
orange	naranjo	china
ball	pelota	bola, pelota
bus	camión, autobus	guagua
blanket	cobija	frisa, frazada
swimming pool	alberca	piscina
turkey	guajalote	guanajo, pavo
grass	sacate	grama, hierba
peanut	cacahuate	mani
tray	charola	bandeja
mortar	molcahete (made of volcanic rock)	pilon
bowling	bolicho	bolcar
shine shoes	bolear zapatos	brillar zapatos
bottle caps	fichas	chapas
counter used in reckoning e.g. poker chip	ficha	ficha
owl	tecolote, lechuza	lechuza, buho, mucaro
blond	guero	rubio
that which is thrown in free at the end of a business transaction	pilon	napa
fence	cerca	verja

Letters - Matching, Recognition & Labelling

1. In order for a child to be able to identify a letter he must be able to distinguish it from any other letter. Practice in matching identical letters helps to focus the child's attention on the form of the letter.

Make associations when possible, e.g., the letter S can look like a snake; the letter H can look like a house.

Talk about characteristics of letter shapes.

B has two bumps

C has a piece missing

D has a straight back

E has 3 lines sticking out

G has a place to sit down, etc.

Write lots of different sizes of a letter and explain that though some are big and some are little they are all the same letter, e.g., AaA.

Use both upper and lower case letters.

a. play sorting games using both upper and lower case letters

b. have children match upper and lower case forms of a letter

Note: It is important for the child to be able to recognize both upper and lower case forms of the letters but it is not necessary to always refer to the letters as capital or lower case. It is enough for the child to know that T and t are the same letter.